



## **Report to the Legislature: English Language Acquisition Professional Development**

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*Pursuant to line item 7027-1004 and M.G.L. ch. 69 § 1I,  
July, 2015*

**Massachusetts Department of Elementary and Secondary Education**  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner

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## Introduction

The Department of Elementary and Secondary Education (ESE) respectfully submits this *Report to the Legislature: English Language Acquisition Professional Development* pursuant to Chapter 139 of the Acts of 2012, line item 7027-1004, and pursuant to M.G.L. ch. 69 s.1I, addressing the following provisions:

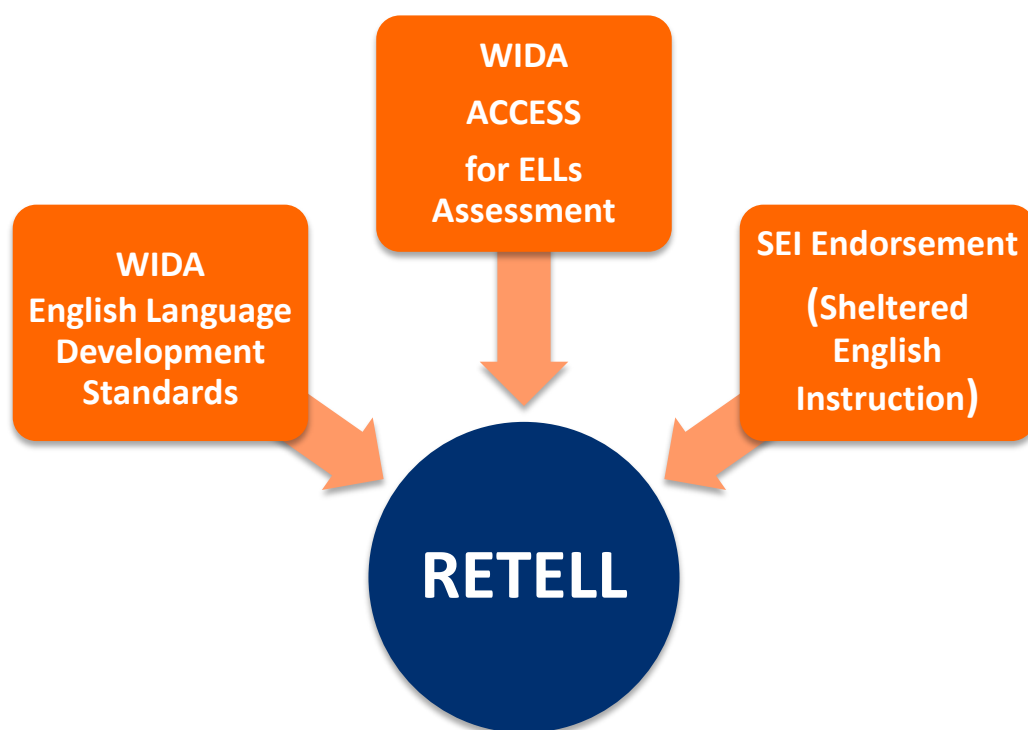
*For English language acquisition professional development to improve the academic performance of English language learners and effectively implement sheltered English immersion as outlined in chapter 71A of the General Laws; provided, that funds may be expended for the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative; provided further, that the department shall, not later than January 12, 2015, provide a report on the number of educators who have received such training since the passage of said chapter 71A, the estimated number who need such additional training, a review and analysis of the most effective types of professional development, and the most common gaps in the knowledge base of educators implementing English immersion and teaching English language acquisition, along with legislative or regulatory recommendations of the department; provided further, that said report shall be provided to the secretary of administration and finance, the senate president, the speaker of the house, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on education; and provided further, that appropriated funds may be expended for programs or activities during the summer months*

and,

*“The commissioner annually shall analyze and publish data reported by school districts under this section regarding English language learners programs and limited English proficient students. Publication shall include, but need not be limited to, availability on the department’s worldwide web site. The commissioner shall submit annually a report to the joint committee on education, arts and humanities on such data on a statewide and school district basis, including, but not limited to, by language group and type of English language learners program. (M.G.L. ch.69 § 1I)*

Funding for professional development to teachers of English language learners (ELLs) has been provided by the legislature over the past several years. In FY 2015 the legislature appropriated \$2,805,319 through Chapter 139 of the Acts of 2012, line-item 7027-1004, for English language acquisition professional development to improve the academic performance of English language learners and effectively implement sheltered English immersion as outlined in chapter 71A of the General Laws. Most of the professional development conducted by the Department to improve the academic performance of English Language learners in school year 2014- 2015 (SY 2015) was to fund two key elements of a large initiative called RETELL (Rethinking Equity and Teaching for English Language Learners). RETELL provides a comprehensive blueprint for transforming ELL education, and closing the proficiency gap for ELLs in the Commonwealth. The centerpiece of this initiative is the Sheltered English Immersion (SEI) Teacher Endorsement, the credential that documents a teacher's preparation to provide subject matter content instruction

in English to students who are learning English. Another key element of this initiative is the transition to new English language development standards and assessments. To make this transition, the Commonwealth has joined the World-Class Instructional Design and Assessment (WIDA) consortium (as of 2015, 36 states are consortium members). In joining the consortium, the Massachusetts Board of Education adopted WIDA's English Language Development (ELD) standards, and agreed to replace the state's own MEPA assessment with WIDA's Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) assessments.



## Policy Context and Background

The provision of educational services to ELLs is governed by federal and state law. Federal law requires states and local school districts to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.<sup>1</sup> As a result of a ballot initiative in 2002 Chapter 71A, the state statute governing the education of English learners, was amended to end the utilization of transitional bilingual education (TBE) as the primary instructional methodology for ELLs, and to replace TBE with sheltered English immersion (SEI). The state's SEI model includes *both* English language instruction (English as a Second Language, or ESL) *and* sheltered content instruction in which content area teachers use sheltering strategies to make their content accessible to English language learners. Regulations require that when ELL students are placed in any general education classroom, sheltered English

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<sup>1</sup> Equal Educational Opportunities Act, 20 USC § 1703(f). Title VI of the Civil Rights Act requires similar action on the part of public schools.

instruction must be delivered and it should be considered an SEI classroom.<sup>2</sup> Prior to the passage of Question 2, most ELLs in Massachusetts were taught in transitional bilingual education (TBE) classrooms. There was a rapid shift away from TBE after 2002. Over time, the preponderance of SEI as the dominant educational model for ELLs has increased. According to the data in Table 1, the percentage of ELLs receiving SEI has continued to climb from 83% in SY 2009 to a new high of 93% in SY 2013.<sup>3</sup>

**Table 1: English Language Learners Program Enrollment**  
**English Language Learners Program Enrollment SY 2015**

No ELL Program (not enrolled)	Sheltered English Immersion	Two-way Bilingual Education	Other Bilingual Education	Parental opt-out (No ELL Program)	Total ELL Students
2,269	75,281	1,159	932	1,505	81,146

*Source: The Department Student Information Management System, October 2014*

**English Language Learners Program Enrollment SY 2009**

No ELL Program (not enrolled)	Sheltered English Immersion	Two-way Bilingual Education	Other Bilingual Education	Parental opt-out (No ELL Program)	Total ELL Students
1,113	49,096	1,229	1,342	6,378	59,158

*Source: The Department Student Information Management System, October 2008*

To introduce the concepts of SEI and English language education to all educators, the Department initially developed four workshops commonly known as “Category Trainings.”

The Category Trainings covered four basic areas:<sup>4</sup>

Category 1 – Introduction to Second Language Learning and Teaching

Category 2 – Sheltering Content Instruction

Category 3 – Assessment of Speaking and Listening (MELA-O)

Category 4 – Reading and Writing in Sheltered Content Classes

The Department aggressively promoted participation of educators in Category Trainings, particularly during the Department’s Coordinated Program Reviews. However, educators were not required by Department regulation to participate in the trainings and did not participate in large numbers relative to the number of educators in the workforce who are responsible for educating ELLs.

<sup>2</sup> G.L. c. 71A and 603 CMR 14.00, Coordinated Program Review Procedures- ELE 2012-2013, p.15.

<sup>3</sup> See Appendix 4 for district data regarding the number of English language learners and program type for SY 2015

<sup>4</sup> A more detailed description of the “Category Trainings” can be found in Appendix 1

## English Language Learners in Massachusetts

The 81,146 English language learner (ELL) students enrolled in the Commonwealth's public school districts in 2014-15 represents an *increase* of 24,144 ELL students as compared to the student count six years earlier. During the same time period the total enrollment of all public school students in the Commonwealth *decreased* by 3,171, for a total of 955,739. As of October 1, 2014, 88 districts in the Commonwealth reported an enrollment of 100 or more English language learners, which is an increase of 14 districts from two years ago. As evidenced by the data, the ELL student population has continued to grow in Massachusetts while the overall student population has not. Table 2 compares the growth in the ELL population to that of the entire student population since SY 2009.

**Table 2:** Increase in ELL population in MA public school districts compared to overall student population

	SY 2009		SY 2015		Change	
	All	ELL	All	ELL	All	ELL
State	958,910	57,002	955,739	81,146	-3,171	+24,144

Source: The Department Student Information Management System, October 2014

The percentage of Massachusetts public school students who are ELLs has risen from 5.9 % in SY 2009 to 8.5% in SY 2015.<sup>5</sup> As Table 3 indicates 20% of Massachusetts' ELLs are enrolled in one district (Boston), 46% of all ELLs are educated in just five districts throughout the Commonwealth (Boston, Worcester, Lowell, Springfield and Lawrence) and 53% of ELLs are educated in the Commissioner's districts (Boston, Worcester, Lowell, Springfield, Brockton, Lawrence, Lynn, Holyoke, New Bedford and Fall River). Nevertheless, the increase of ELLs is not unique to large urban districts. Districts that enroll fewer than 100 English language learners are often referred to as "low incidence" districts, and within these low-incidence districts English language learners may be distributed across all grades and all schools. Many "low incidence" districts have increased their ELL population. According to the October 1, 2014 Student Information Management System (SIMS) data collection:

- 343 districts (84%) have at least 1 ELL student.
- 88 districts (22%) have 100 or more ELLs.
- 52 districts (13%) have 200 or more ELLs. *\*Threshold # in bill to require an ELL director.*
- 15 districts (4%) have 1,000 or more ELLs. These districts educate 67% of the ELLs in the state.
- In 55 districts, ELL students make up 10% or more of the student population.

<sup>5</sup> See Appendix 3 for the district by district comparison from SY 2009 to SY 2013 for all students versus ELLs



**Table 3:** Districts with the largest numbers of ELLs by ELL enrollment in SY 2015

DISTRICT NAME	STUDENT ENR 2009			STUDENT ENR 2015			# Increase in ELL Population	% Increase in ELL Population
	ALL	ELL	% ELL	ALL	ELL	% ELL		
Boston	55,923	10,579	18.9%	54,312	16,168	29.8%	5589	52.8%
Worcester	23,109	5,621	24.3%	25,254	8,855	35.1%	3234	57.5%
Springfield	25,360	3,215	12.7%	25,645	4,421	17.2%	1206	37.5%
Lawrence	12,221	2,791	22.8%	13,889	4,157	29.9%	1366	48.9%
Lowell	13,400	4,227	31.5%	14,075	3,745	26.6%	-482	-11.4%
Brockton	15,312	2,536	16.6%	17,186	3,441	20.0%	905	35.7%
Lynn	13,273	3,419	25.8%	14,871	2,794	18.8%	-625	-18.3%
Holyoke	6,025	1,460	24.2%	5,573	1,590	28.5%	130	8.9%
Chelsea	5,602	951	17.0%	6,350	1,530	24.1%	579	60.9%
New Bedford	12,609	550	4.4%	12,565	1,361	10.8%	811	147.5%
Quincy	8,968	1,072	12.0%	9,229	1,296	14.0%	224	20.9%
Framingham	8,154	1,170	14.3%	8,153	1,285	15.8%	115	9.8%
Malden	6,416	655	10.2%	6,564	1,247	19.0%	592	90.4%
Revere	6,033	618	10.2%	7,025	1,121	16.0%	503	81.4%
Everett	5,613	509	9.1%	7,071	1,056	14.9%	547	107.5%
Waltham	4,751	481	10.1%	5,254	909	17.3%	428	89.0%
Newton	11,700	654	5.6%	12,674	883	7.0%	229	35.0%
Somerville	4,877	821	16.8%	4,987	869	17.4%	48	5.8%
Fall River	9,985	705	7.1%	10,246	798	7.8%	93	13.2%
Marlborough	4,565	520	11.4%	4,543	746	16.4%	226	43.5%
Fitchburg	5,155	567	11.0%	5,041	738	14.6%	171	30.2%
Brookline	6,321	539	8.5%	7,508	732	9.7%	193	35.8%
Methuen	7,387	405	5.5%	6,953	540	7.8%	135	33.3%
Cambridge	5,770	412	7.1%	6,539	539	8.2%	127	30.8%
Haverhill	6,840	397	5.8%	7,240	528	7.3%	131	33.0%
Salem	4,447	476	10.7%	4,199	510	12.1%	34	7.1%

Source: The Department Student Information Management System, October 2014

## Launching the RETELL Initiative

In light of the persistent achievement gap and the state's growing ELL population, in 2011 the Department initiated a review of Category Trainings in order to revise them based on new research, new technologies, and feedback from the field. Strengthening skills and knowledge for teachers of ELLs – especially the skills of content teachers responsible for providing SEI - made sense in light of the increasing number and percentage of ELLs in Massachusetts schools, the large percentage of ELLs receiving their education via SEI, the Department's work with school and district turnaround, and our mission to close proficiency gaps. During this same period of

time, the U.S. Department of Justice (DOJ) informed the Department that the State had failed to take appropriate action to overcome language barriers experienced by ELLs by not defining and mandating the preparation and training that teachers and other educators must have to provide effective SEI. The DOJ's involvement accelerated the pace of the Department's work.

In September 2011, the Board directed the Department to develop a comprehensive plan to address these issues and close the proficiency gap for ELLs. In response, the Department launched RETELL. As noted earlier, RETELL is an initiative to comprehensively restructure teaching and learning for ELLs. This initiative, building upon lessons learned from the Category Trainings, has established knowledge and professional practice standards that core academic teachers must meet to provide sheltered content instruction. Similarly, administrators who supervise SEI teachers must meet knowledge and professional practice standards related to recognizing and supporting effective SEI practices.

The centerpiece of the regulations approved by the Board in June 2012 is the establishment of two new Endorsements:

- The SEI Teacher Endorsement, which demonstrates that a core academic teacher has met the subject matter and skill requirements necessary to instruct an ELL, and
- The SEI Administrator Endorsement, which demonstrates that an administrator has met the subject matter and skill requirements necessary to supervise and evaluate core academic teachers.

The SEI Endorsement is issued to an educator who is either licensed under 603 CMR 7.00, or is required by other law or regulation to obtain the credential. This means that core academic teachers in Commonwealth charter schools, who are not required to hold an educator license, are required under 603 CMR 14.07 to earn an SEI Teacher Endorsement if they instruct ELLs. The same regulation requires that all incumbent core academic content teachers of ELLs in public schools must earn an SEI Teacher Endorsement within prescribed timelines.

Furthermore, the new regulations also do the following:

- Require approved educator preparation programs to submit documentation by June 1, 2013 for approval by the Department demonstrating that they have addressed the professional standards for teacher requirements and the subject matter knowledge requirements for teachers and administrators to earn the respective SEI endorsements. (603 CMR 7.03(7)(f))
- As of July 1, 2014, require applicants for a first initial license as a core academic teacher or a principal/assistant principal or supervisor/director to meet requirements for SEI Teacher and SEI Administrator Endorsement, respectively. (603 CMR 7.15(14)(e), 603 CMR 7.04(2) and 603 CMR 7.05, 603 CMR 7.09(2)(a)(4) and 603 CMR 7.09(3)(b)(5))
- As of July 1, 2016, prohibit assignment of a core academic teacher to provide SEI unless the teacher holds an SEI Teacher Endorsement or will obtain one within one year. (603 CMR 7.15(9)(b) 1 and 603 CMR 14.07(3))
- As of July 1, 2016, prohibit assignment of a principal/assistant principal, or supervisor/director to evaluate or supervise an SEI teacher, unless the individual holds an SEI Administrator Endorsement or SEI Teacher Endorsement or will obtain one within one year. (603 CMR 7.15(9)(b)2)

- As of July 1, 2016, require all educators renewing a professional educator license to earn at least 15 Professional Development Points (PDPs) related to SEI or English as a Second Language and at least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles – on the theory that every educator needs basic knowledge to work effectively with these student populations. (603 CMR 44.06(2)) For example, while a guidance counselor does not have to obtain the SEI Endorsement, this new distribution of PDPs is required to renew a professional license after 7/1/16.
- Beginning September 2013, deny advancement or renewal (including extensions) of a core academic license if an educator fails to obtain an SEI endorsement within the time period scheduled for the educator’s cohort training, subject to a hardship exception. (603 CMR 7.15(9)(b)3; 603 CMR 44.03(5); and 14.07(2)b.)<sup>6</sup>

## Background on WIDA

As part of the RETELL initiative, Massachusetts has joined the WIDA consortium. WIDA has developed a comprehensive standards and assessment framework to support ELLs’ academic language development and content area learning. This framework is made up of two key components: the WIDA ELD standards and the ACCESS assessment based on the standards. Massachusetts has adopted the WIDA standards as the state’s English language proficiency framework, and the ACCESS for ELLs as the state mandated annual English proficiency assessment.

The WIDA ELD standards promote academic language development for ELLs in four core content areas: language arts, mathematics, science, and social studies, and thereby facilitate students’ success in school. The standards promote a collaborative instructional approach in which ESL and content area teachers work together to promote ELLs’ language development throughout the school day – thus maximizing language and content area learning.

Furthermore, the WIDA ELD standards represent an instructional shift for educators in Massachusetts. The WIDA standards are different from what educators have traditionally come to refer to as “standards”. Moreover, WIDA’s ELD standards are different from the English Language Proficiency Benchmarks and Outcomes (ELPBO), Massachusetts’ former English language standards, in several ways:

- ***The WIDA ELD standards are not a scope and sequence for language instruction.*** Traditional English language proficiency standards frameworks provide a list of topics and skills that ELLs must be taught at different language and or proficiency levels. In contrast, the WIDA standards highlight specific areas where ELLs engage with academic language. The WIDA framework also provides examples of how to differentiate content area instruction for ELLs.

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<sup>6</sup> See Appendix 2 for the following regulations (603 CMR 7.00 Educator Licensure and Preparation Program Approval, 603 CMR 14.00 Education of English Learners, 603 CMR 44.00 Educator License Renewal

- *The WIDA ELD standards framework includes much more than just the five ELD standards.*

Traditional standards frameworks consist of lists of topics and skills that educators must teach. However, the WIDA ELD standards are global statements about the type of language that ELLs encounter in schools. The WIDA framework includes additional components beyond the standards that provide additional information about how to ensure ELLs have develop academic language in the core areas represented in the standards. Full implementation of the standards requires careful consideration and integration of these other components of the WIDA framework.

- *The WIDA ELD standards encompass all core academic areas, not just English Language Arts.*

Although the ELPBO was mostly aligned with the Massachusetts English Language Arts framework, WIDA promotes a collaborative approach to language instruction. The WIDA framework highlights the importance of promoting language development alongside content area learning to promote ELLs academic achievement.

## **Educators and SEI Endorsement Courses**

### **In-Service Educators and the SEI Endorsement**

To obtain the SEI Teacher Endorsement, most incumbent core academic teachers will be required to take and pass one of three SEI Endorsement courses (these courses are described in more detail on pages 16 & 17) between September 2012 and June 2016. These SEI Endorsement courses require participants to utilize evidence-based instructional practices related to the teaching of ELLs. Courses are designed to promote continuous improvement in educator practice and to build teachers' confidence and familiarity with research-proven practices for working with ELLs. Throughout the courses, effective research-based strategies are modeled. Teachers have opportunities to practice the modeled strategies, to analyze their practice, to provide and receive feedback, and to reflect on their experiences. Through this cycle of reflective practice, teachers gain new skills, knowledge, and dispositions for the education of English learners. Assignments are designed to reinforce key concepts and practices. As participants proceed through the course, assignments include a paper drawing on classroom data and information, classroom tryouts of modeled strategies which teachers assess using a tool provided for the purpose, and the development, implementation, and presentation of instructional segments. Throughout the courses, participants are asked to reflect upon the impact of course material and activities on their practice.

To obtain the SEI Administrator Endorsement, most incumbent school administrators (principals, assistant principals, and supervisors or directors) who supervise or evaluate academic teachers of English language learners are required to take and pass a recently developed SEI Administrator Endorsement course between the summer of 2013 and June 2016. The SEI Administrator Endorsement course is designed to promote continuous improvement in educator practice, and to build administrators' confidence and familiarity with procedures and strategies for supporting teachers in developing research-proven practices for working with ELLs. Throughout the course, effective methods of examining data, observing teaching practice, and providing support to teachers are explored. Assignments include careful analysis of school, district, and state data pertaining to English language learners, as well as data collection on the classroom practice of

SEI teachers. Administrators learn about the elements to look for in teachers' lesson plans, as well as the SEI strategies to look for during classroom observations. Throughout, administrators are asked to reflect upon how they can use the new educator evaluation system to support effective instruction for ELLs, and upon the implications of the course material and their findings on their responsibilities as school leaders.

## **Pre-Service Educators and the SEI Endorsement**

To obtain either the SEI Teacher or Administrator Endorsement, after July 1, 2014 pre-service applicants for a first initial license as a core academic teacher or a principal/assistant principal or supervisor/director must take a course (s) to indicate that they have met all subject matter knowledge which will indicate that they are prepared to engage with children who are ELLs beginning in SY 2013. The courses must prepare applicants for an initial license to use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges. Furthermore, they must also prepare applicants to deliver effective instruction by communicating clearly in writing, speaking, and through the use of appropriately designed visual and contextual aids, using effective strategies and techniques for making content accessible to English language learners and demonstrating knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy. Finally, participants must also show that they can create and maintain a safe and collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort and performance and that they can collaborate with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

As part of the RETELL initiative, the Department has worked with approved educator preparation programs as they developed curricula addressing the SEI Endorsement requirements for both teachers and administrators. Each pre-service initial licensure program has been required to submit the syllabi for their SEI Endorsement course(s) to the Department for review. The Department conducted both conferences and trainings with higher education institutions on both the regulatory requirements as well as the SEI Endorsement course it had developed in order to assist with the higher educational institution's process of creating their own course (s) that meet the new regulatory requirements.

The Department has now reviewed the submitted syllabi from each of the 79 initial licensure programs.

## **Funds Used for Professional Development SY 2015**

The Office of English Language Acquisition and Academic Achievement (OELAAA) oversees the English Language Acquisition Professional Development state budget line-item 7027-1004. In FY 2015, approximately \$2,633,135 was appropriated from both state and Race to the Top funding to support the development and delivery of professional development for educators of English language learners implementing sheltered English immersion and teaching English language acquisition of which \$1,469,993 was from budget line-item 7027-1004. This funding supported the professional development of approximately 13,000 teachers and administrators;

predominantly in the two main components of the RETELL Initiative, SEI Endorsement courses and extension courses and WIDA ELD Standards implementation.

## **SEI Endorsement Trainings SY 2015**

Prior to SY 2013 and subject to appropriation, the Department committed to training approximately 26,000 incumbent core academic teachers of ELLs and their building administrators by July 31, 2016 starting with educators in districts that have a high incidence of ELLs and low student performance. In September 2012 the Department set annual targets in order to meet the training requirements of the new regulations. The Department intended to provide the SEI Endorsement course to educators according to the following schedule:

**Year 1 (SY 2013):** 3,000 educators

**Year 2 (SY 2014):** 8,000 educators

**Year 3 (SY 2015):** 9,000 educators

**Year 4 (SY 2016):** 6,000 educators

Using data submitted by districts in the spring of 2012, the Department established an initial targeted count of core academic teachers responsible for educating ELLs for each district. These counts are updated annually using district data submitted each spring prior to courses being offered. The Department has established the portion of this targeted count of teachers that must qualify for the SEI Endorsement in each school year from SY 2013 through SY 2016. The Department has apportioned the targeted count over a three year period for high ELL incidence districts from SY 2013 – SY 2015 (cohort one); for moderate ELL incidence districts from SY 2014 – SY 2016 (cohort two); and for low-incidence districts from SY 2015 to SY 2016 (cohort three). Educators in districts with the highest incidence and lowest performing ELLs must earn the endorsement sooner than educators in other districts.<sup>7</sup>

During SY 2013 the Department used state funds to help develop and implement SEI Endorsement courses as well as train and evaluate RETELL Instructors. First, the Department designed and piloted a 45-hour graduate level Sheltered English Immersion (SEI) endorsement course during the fall of 2012. Employing feedback from the Department of Justice (DOJ), the American Institute of Research (AIR) reviewers, state educational leaders, nationally renowned academics, participants and RETELL Instructors, the Department undertook two rounds of course revisions first between December 2012 and January 2013 and then again during the summer of 2013. Over 2,000 teachers in over 80 course sections completed SEI endorsement training during the spring of 2013. Furthermore, over the course of spring and summer of 2013 the Department designed the two other teacher Endorsement courses, a long “Bridge” and a short “Bridge” course for teachers who had previously completed two or three Category trainings, respectively. The Department also designed and piloted one course for administrators who supervise or evaluate core academic teachers of ELLs. In addition to the continued implementation of full-length teacher Endorsement courses, the full-scale implementation of SEI Long and Short “Bridge” and Administrator courses began in October 2013.

Before the spring 2013 courses began, and again before the SY 2014 courses began, state funding was also used to host several train-the-trainer workshops for the SEI Endorsement

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<sup>7</sup> See Appendix 5 for a complete list of districts assigned to cohort one, two and three

classes in which over 190 educators were trained to serve as Sheltered English Immersion Endorsement course trainers.

Although the Department was not able to meet its 2013 SY target of 3,000 educators, during SY 2014 and SY 2015 almost 23,500 teachers and administrators enrolled in SY 2014 and SY 2015 SEI Endorsement courses, which was well ahead of the combined SY 2014 and SY 2015 training target of 17,000. Table 4 and Table 5 indicate the number of courses offered and the enrollment in each of the four SEI Endorsement courses over the past three school years.

The Department has made initial estimates based on district-reported data that an additional 10,000 educators (teachers and administrators) will require the endorsement during the 2015-2016 school year and has scheduled over 400 courses to accommodate this need. Registration for the fall 2015 semester begins in July and the Department will be making adjustments to course numbers as needed throughout the school year.

**Table 4: SEI ENDORSEMENT COURSES PROVIDED BY DESE**

<b>SEI ENDORSEMENT COURSES</b>	<b>Full SEI</b>	<b>Long Bridge</b>	<b>Short Bridge</b>	<b>Administrator Endorsement</b>	<b>Total</b>
<b>2012-2013</b>	<b>83</b>	<b>NA</b>	<b>NA</b>	<b>2</b>	<b>85</b>
<b>2013-2014</b>	<b>194</b>	<b>70</b>	<b>83</b>	<b>71</b>	<b>418</b>
<b>2014-2015</b>	<b>276</b>	<b>60</b>	<b>72</b>	<b>96</b>	<b>504</b>
<b>Total</b>	<b>553</b>	<b>130</b>	<b>155</b>	<b>169</b>	<b>1007</b>

**Table 5: ENROLLMENT IN SEI ENDORSEMENT COURSES**

<b>Number of Teachers or Administrators Enrolled</b>	<b>Full SEI</b>	<b>Long Bridge</b>	<b>Short Bridge</b>	<b>Administrator Endorsement</b>	<b>Total</b>
<b>2012-2013</b>	<b>2,014</b>	<b>NA</b>	<b>NA</b>	<b>44</b>	<b>2,058</b>
<b>2013-2014</b>	<b>5,061</b>	<b>1,769</b>	<b>2,428</b>	<b>1,711</b>	<b>10,969</b>
<b>2014-2015</b>	<b>7,350</b>	<b>1,360</b>	<b>1,877</b>	<b>1,913</b>	<b>12,500</b>
<b>Total</b>	<b>14,425</b>	<b>3,129</b>	<b>4,305</b>	<b>3,668</b>	<b>25,527</b>

## **Educators and WIDA Standards**

Beginning in SY 2013, educators who teach ELLs are expected to integrate components of the WIDA ELD standards framework into their instruction and assessments. Because the WIDA

standards promote an integrated approach to support English language development, both ESL and content area teachers should be teaching academic language and differentiating instruction for ELLs based on their specific teaching context. For example, a science teacher with Emerging (Level 2) and Developing (Level 3) ELLs should incorporate *ELD Standard 4: the Language of Science* into his and her instruction by explicitly teaching academic language related to the specific topic or science standards addressed in the unit or lesson. This science teacher should also provide his or her ELL students access to the content standards by differentiating language expectations, supports, and assessments in ways that are appropriate for the ELLs' language proficiency levels. Similarly, an ESL teacher working with these ELLs might support their language development by providing explicit instruction focused on social and instructional English language used in science classrooms, helping science teachers identify specific language features commonly used to communicate about scientific topics, and/or pre-teaching or reinforcing academic language taught in the science classroom.

The way in which ESL and content area teachers collaborate to implement the WIDA standards will vary depending on the type of language program established in their school or district. Irrespective of the language program model, ESL and content area educators must develop an understanding of the key components of the WIDA framework, how to use them and how to collaborate to maximize student learning. The SEI Endorsement courses provide introductory information about the WIDA ELD standards framework; however, the Department is also providing educators who participate in the SEI Endorsement courses with access to additional, in-depth professional development about the components of the WIDA framework and how to integrate them into content area and ESL curriculum. Educators may choose to participate in ESE-sponsored WIDA trainings, learn from other district staff that participated in WIDA Training of Trainers (ToTs), or attend WIDA consortium professional development offerings.

## **WIDA English Language Development Trainings SY 2015**

During SY 2015, OELAAA used approximately \$315,000 through a combination of federal funds from Race to the Top (RTTT) and state funds to develop and deliver a variety of WIDA projects statewide. Funds were used for several types of professional development opportunities at no cost to districts, including the following:

- 18 development days for the ESL Model Curriculum Unit (MCU) Planning Committee to produce: a definition of the focus of ESL in MA; an ESL Collaboration Tool to create grade-level, standards-aligned ESL objectives; an annotated ESL unit template; an annotated ESL lesson plan template; ESL unit rubrics (K-2 and GR3-12); various unit-writing protocols.
- 5 Curriculum Workshops: developing ESL MCUs (Interdisciplinary collaboration, UbD alignment, tracking language growth, assessment, etc.)
- Consultations for 11 district-based, interdisciplinary teams to write 14 ESL MCU units.
- 3 narrated PowerPoint presentations that educators can watch on demand to support use of UbD principles in developing ELS units



- Preliminary ESL MCU presentations for various networks and stakeholders (Urban ELL Directors, Low-Incidence Districts, ESE Staff, MATSOL, and others.)
- 3-day Basic WIDA Overviews focused on the principles, organization and key components of the WIDA framework;
- 2-day Data Analysis Workshops for school and district-based teams to analyze data and develop an action plan grounded in the WIDA Standards Framework

## Future Professional Development and other Activities

The Office of English Language Acquisition and Academic Achievement (OELAAA) will continue to provide both SEI Endorsement course opportunities as the RETELL initiative continues to move forward.

## Future Number of Educators Requiring SEI Endorsement Trainings SY 2015 and SY 2016

As mentioned earlier the Department organizes districts into cohorts. Understanding that the number of ELLs is always in flux and that the names of teachers assigned by districts as core academic teachers of ELLs changes constantly, the Department has estimated the number of teachers requiring SEI Endorsement through July 1, 2016. Table 6 indicates the Department's preliminary estimate of core academic teachers teaching ELLs who will require training over the next year.

**Table 6: Number of educators to Train in SY 2016**

		<b># Core Academic Teachers with ELLs to train</b>
	<b>Total Districts</b>	<b>2015-16</b>
Cohort 1*	61	798
Cohorts 2 & 3	341	Approximately 10,000
<b>Grand Total</b>	<b>402</b>	<b>10,798</b>

*\* Even though the training window for cohort 1 districts is over, there are educators who made an effort to complete the endorsement course but were unable to complete the course through no fault of their own. Reasons include course cancellations, change of course schedules, hardship exceptions, or not having an ELL at the time of the course. These educators are being given another opportunity to compete the course during SY 2016.*

## Future Number of RETELL Instructors Required to Teach SEI Endorsement Courses SY 2016 and Beyond

Recruiting and hiring a sufficient number of appropriately qualified RETELL Instructors to teach all of the SEI Endorsement courses have been among the greatest challenges that the Department has faced and will continue to face over the next year. The Department uses a rigorous selection process. To date, the Department has procured 291 RETELL Instructors for SY 2016 and continues to recruit instructors to meet the demand for courses. Table 7 includes the number of RETELL Instructors that the Department has procured and the number of SEI Endorsement courses that were taught over the last three years. All RETELL Instructors are required to attend

an initial 3-day training, followed by several days of follow-up training every year as updates are made to the SEI courses.

**Table 7: RETELL Instructors Procured to Date**

	RETELL Instructors Procured per Year	RETELL SEI Endorsement Courses
2012-2013	83	85
2013-2014	113	418
2014-2015	60	504
2015-2016*	35	401
Total	291	1408

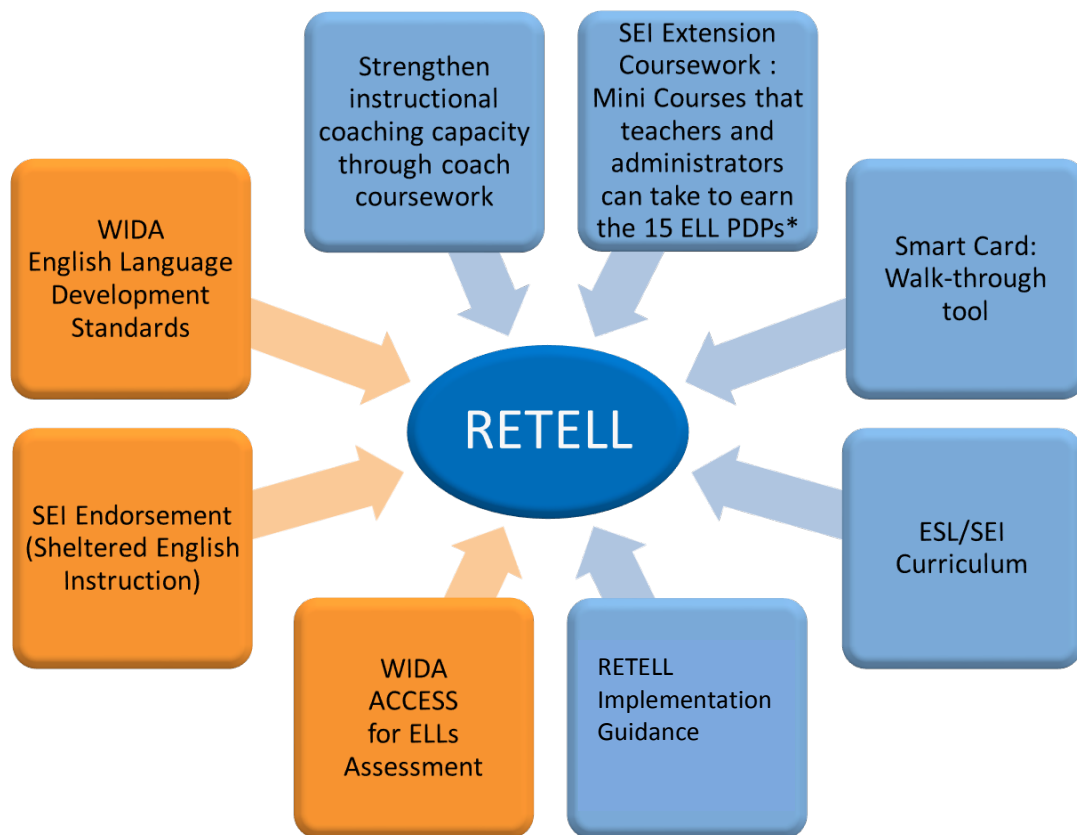
\* The 2015-2016 instructor procurement is ongoing. The Department anticipates recruiting a total of approximately 50 new instructors before fall courses begin in October of 2015. The number of courses is an estimate of the projected need based on district-reported data.

## Accommodating Core Academic Teachers without ELLs

Until the end of the 2015 spring semester, only core academic teachers (CATs) with English language learners were eligible to participate in Department-sponsored SEI Teachers' Endorsement courses. That was because the structure of the SEI Endorsement courses required participants to practice the strategies modeled in class with the ELLs in their classrooms. That restriction also existed because we anticipated sufficient funding to train those CATs who have ELLs at some point during their district's training window (approximately 26,000 between SY 2012 and SY 2016), while in total there are approximately 56,000 CATs in the Commonwealth. However, we recognized that some of the CATs who had an ELL at some point during their district's training window, and who therefore were obligated to obtain an SEI Endorsement, may not have been in a position to participate in an SEI Endorsement course at a time when they had one or more ELLs. Therefore, the Department modified the course content to accommodate educators who will not have ELLs at the time of the course. Two of the modifications were the addition of videos of SEI endorsed teachers using course strategies with ELLs in their classrooms and the inclusion of sample ELL student profiles. Educators are still required to have been assigned at least one ELL during their district's training window to be eligible for a course at no-cost, but they can now take the course if they no longer have ELLs at the time the course runs.

## Future Needs for Extending the Learning - SY 2016 and Beyond

A key component of success for the RETELL initiative is to ensure that ongoing learning is supported and the knowledge and skills learned in the SEI Teacher Endorsement course are reinforced. To do this, ESE has been exploring opportunities to set up/make available elective professional development courses which educators will be able to take after completion of the SEI Teacher Endorsement course and/or to meet relicensure requirements; planning to provide graduate-level training to the state's existing literacy and math coaches; the development of ESL curricula and curriculum development guidance; and developing tools for administrators to assist them with ensuring school and district-wide implementation of RETELL. The graphic below illustrates the components of RETELL that have been added since 2012 (in blue).



## Coaching Professional Development

To fully leverage the investment in SEI training and make a difference to ELL students across the state, it is critical that teachers are supported, over time, to develop confidence and skill in their classrooms with SEI practices. In this effort, instructional coaches and department heads/curriculum specialists are some of our best sources of support for classroom teachers. However, many coaches and department heads have relatively limited training in SEI. Depending upon their specific roles, their academic backgrounds are most likely strongest in literacy development, math instruction, or whatever subject area they supervise in their departments.

The Department has contracted with the Massachusetts Association of Teachers of Second or Other Languages (MATSOL) to create courses to prepare instructional coaches and department heads/curriculum specialists to best support SEI practices through their coaching and supervisory work. The course targeted to literacy coaches was piloted in June and rolled out in July of 2015. This will be followed by the course for math coaches and then department heads pending the ability of the OELAAA to fund these additional projects.

## **Professional Development Mini Courses**

ESE has created a list of 15-hour courses that will be approved for PDP's in this area. This approved list is meant to support districts looking to organize high quality programs for graduates of the SEI Endorsement course or those who need to earn the SEI PDP's required under the new regulations. To date, twenty courses have been approved.

## **ESL Model Curriculum Units**

In the summer of 2014, the OELAAA Office, in partnership with MATSOL, the Northeast Comprehensive Center (NCC), and various stakeholder groups from throughout the state, began work on the creation of curriculum development guides and model curriculum units for the content area of ESL. As of the submission of this report, 10 units have been developed in various content areas and grade levels and all accompanying guidance has been drafted. The information and training will roll out to selected districts in the fall of 2015 and will be expanded throughout the school year.

## **Tools for Administrators**

ESE has created an SEI walk-through tool for school and district administrators. The tool is called the Smart Card and it outlines specific and observable SEI strategies and activities that administrators should see when observing classes. This tool was developed in cooperation with district ELL Directors, MATSOL, and was piloted by administrators in several districts. Training was developed and training sessions were conducted in the summer of 2015.

The OELAAA Office is preparing to begin work on the development of a comprehensive toolkit for district leadership to utilize when planning for the expansion of RETELL implementation. This toolkit will include guidance on overall program design, analysis of data, evaluation of program effectiveness, research references, and descriptions of how the various tools developed by DESE to support RETELL can be integrated into an overall plan. The OELAAA office intends to develop training materials, including online tutorials, to help maximize the effectiveness of this toolkit.

## **Future Needs for WIDA in SY 2016 and Beyond**

The WIDA ELD standards must be integrated into both core content area and ESL curricula. ELLs encounter and develop the language of schooling throughout the day and not just in ESL classes. Effectively implementing the WIDA standards will require greater collaboration between ESL and content area teachers as they purposefully plan instruction to develop both language and content area learning. To that end, in SY 2016 the Department hopes to provide additional guidance and support for WIDA implementation in ways that are useful to districts. In the next year the Department will continue disseminating best practices for WIDA implementation through regional presentations to diverse stakeholder groups and WIDA trainings.

## **Conclusion**

State funding enabled OELAAA to undertake significant work in several areas related to the RETELL initiative. It funded SEI Endorsement courses provided to teachers and administrators

as well as WIDA trainings and support for district leaders and educators. These investments in professional development aim to narrow the identified proficiency gap of ELLs statewide, and thus address the civil rights violations findings of the DoJ. They do so by providing administrators, SEI content teachers, and ESL teachers the tools and skills to provide SEI with consistency and efficacy in the coming years.

The data for this report was compiled by the Office of English Language Acquisition and Academic Achievement (OELAAA). If you have any questions, please contact OELAAA at the Department of Elementary and Secondary Education, Paul J. Aguiar, Director, by email at [paguiar@doe.mass.edu](mailto:paguiar@doe.mass.edu) or by phone at 781-338-3538.

# Appendices

Appendix 1 : Topics Covered by Category Trainings

Appendix 2 : Excerpts from Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00, Education of English Learners, 603 CMR 14.00, and Educator License Renewal, 603 CMR 44.00

Appendix 3: All student and ELL student enrollment for all districts – Comparison from SY 2009 to SY 2015

Appendix 4: Number of English language learners by district and program type SY 2013

Appendix 5: RETELL District Cohorts

## Appendix 1 – Topics Covered by Category Trainings

**Category 1** – Introduction to Second Language Learning and Teaching: This training was developed through collaboration between the Department and the New England Equity Assistance Center, part of the Education Alliance at Brown University. It was designed as an introductory training session for K-12 teachers of English Language Learners, and covers factors impacting second language acquisition, as well as cultural considerations for teachers in SEI classrooms.

**Category 2** – Sheltering Content Instruction: This training was based on a curriculum developed by the Center for Applied Linguistics, and was designed to prepare teachers in the skills and knowledge of Sheltered Content Instruction.

**Category 3** – Assessment of Speaking and Listening (MELA-O): This training delved into the multiple dimensions of oral proficiency: comprehension, production, fluency, pronunciation, grammar, and vocabulary. Teachers that completed category 3 were considered competent to administer the Massachusetts English Language Assessment-Oral (MELA-O).

**Category 4** – Reading and Writing in Sheltered Content Classes: This training was developed through collaboration between the Department, Boston College, and the New England Equity Assistance Center, part of the Education Alliance at Brown University. This training focused on the challenge of making textbooks more accessible to ELLs, and using writing activities to promote content learning.

## Appendix 2 – Excerpts from Regulations for Educator Licensure and Preparation Program Approval, 603 CMR 7.00, Education of English Learners, 603 CMR 14.00, and Educator License Renewal, 603 CMR 44.00 (**New and amended language is underlined.**)

### **603 CMR 7.00 Educator Licensure and Preparation Program Approval Regulations Section:**

- 7.01: Purpose and Authority
- 7.02: Definitions
- 7.03: Educator Preparation Program Approval
- 7.04: Types of Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience
- 7.05: Routes to an Initial Teacher License and Specialist Teacher Licenses
- 7.06: Subject Matter Knowledge Requirements for Teachers
- 7.07: Specialist Teacher Licenses
- 7.08: Professional Standards for Teachers
- 7.09: Licenses and Routes for Administrators
- 7.10: Professional Standards for Administrative Leadership
- 7.11: Professional Support Personnel Licenses
- 7.12: Standards for Induction Programs for Teachers
- 7.13: Standards for Induction Programs for Administrators
- 7.14: Endorsements
- 7.15: General Provisions

...

#### **7.02: Definitions**

As used in 603 CMR 7.00, the following terms shall have the following meanings:

...

**Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

**Core Academic Teachers:** For purposes of sheltered English immersion instruction, early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

...

**Endorsement:** A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain



such credential, indicating satisfactory knowledge and skills to perform services in the area(s) specified.

...

**Sheltered English Immersion (SEI):** Shall have the meaning set forth in G.L. c. 71A, §2.

...

### **7.03: Educator Preparation Program Approval:**

...

#### **(7) Implementation**

...

(f) Approved programs must submit documentation to the Department by June 1, 2013 that they have addressed the requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (c) 1., 603 CMR 7.08 (2) (d) 5, 603 CMR 7.14 (1)(b) and 603 CMR 7.14 (2)(b) for the SEI endorsement, in accordance with the Guidelines for Program Approval issued by the Commissioner, in consultation with the Commissioner of Higher Education.

### **7.04: Types of Educator Licenses, Requirements for Licensure, Licenses Issued, and Requirements for Field-Based Experience**

...

#### **(2) Requirements for Teacher Licensure.**

...

##### **(b) Initial**

1. Possession of a bachelor's degree.
2. Passing score on the Communication and Literacy Skills test.
3. Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07. Where no test has been established, completion of an approved program will satisfy this requirement.
4. Completion of an approved program for the Initial license sought as set forth in 603 CMR 7.03 (2) (a).
5. For core academic teachers, possession of an SEI Teacher Endorsement.
6. Evidence of sound moral character.

...

#### **(5) Endorsements Issued:**

- (a) Sheltered English Immersion Teacher

- (b) Sheltered English Immersion Administrator
- (c) Transitional Bilingual Learning

...

## **7.05: Routes to Initial Teacher and Specialist Teacher Licenses**

(1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs. Route One cannot be used to prepare for a license as a library teacher. Candidates seeking licensure under Route One shall meet the following requirements:

- (a) Bachelor's degree.
- (b) Completion of an approved program as set forth in 7.03 (2) (a).
- (c) Passing score on the Communication and Literacy Skills test.
- (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

(2) Route Two is for teacher candidates who receive their preparation in approved post-baccalaureate programs, including approved alternative programs. Teacher candidates seeking licensure under Route Two must meet the following requirements:

- (a) Bachelor's degree.
- (b) Completion of an approved program as set forth in 7.03 (2) (a).
- (c) Passing score on the Communication and Literacy Skills test.
- (d) Passing score on the subject matter knowledge test(s) appropriate to the license sought, based on the subject matter knowledge requirements in 603 CMR 7.06 and 7.07.
- (e) For core academic teachers, possession of an SEI Teacher Endorsement.

(3) Route Three is for teacher candidates who hold a Preliminary license, serve in a school and are either hired as teachers of record or are serving an apprenticeship in a classroom under the direct supervision of a teacher who holds an appropriate license. Candidates seeking licensure under Route Three shall meet the following requirements:

- (a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).
- (b) An approved program for the license sought.
- (c) For core academic teachers, possession of an SEI Teacher Endorsement.

(4) Route Four is the Performance Review Program for Initial Licensure process for teacher candidates who hold a Preliminary license, are hired as teachers of record, and are working in a district that does not have an approved program for the Initial license. Route Four is not available for the following teacher and specialist teacher licenses: early childhood, elementary, library, teacher of students with moderate disabilities, teacher of students with severe disabilities, teacher of the deaf and hard-of-hearing, teacher of the visually impaired, academically advanced, reading, and speech/language/hearing disorders. Candidates seeking licensure under Route Four shall meet the following eligibility requirements:

- (a) Possession of a Preliminary license in the field and at the level of the license sought. See 603 CMR 7.04 (2) (a).
- (b) At least three full years of employment in the role of the Preliminary license.
- (c) Documentation of seminars, courses, and experience relevant to the Professional Standards for Teachers in 603 7.08 (2).
- (d) A recommendation from the principal of each school where the candidate was employed under the Preliminary license or in the role of the license sought.
- (e) A competency review for those license fields that have no subject matter knowledge test, or for which not all the subject matter knowledge required for the license is measured by the test.
- (f) For core academic teachers, possession of an SEI Teacher Endorsement.

(5) Route Five is for candidates from outside Massachusetts. Candidates seeking licensure under Route Five shall meet the following requirements:

- (a) Evidence of one of the following:
  - 1. Completion of a state-approved educator preparation program in a state with which Massachusetts has signed the NASDTEC Interstate Contract or other agreement accepted by the Commissioner.
  - 2. Completion of an educator preparation program sponsored by a college or university outside Massachusetts that has been accredited by an organization accepted by the Commissioner, such as the National Council for Accreditation of Teacher Education (NCATE).
  - 3. Possession of a Regional Credential.
  - 4. Possession of the equivalent of at least an Initial license/certificate issued by a state with which Massachusetts has signed the NASDTEC Interstate Contract or other agreement accepted by the Commissioner and three years of employment under such license/certificate during the previous seven years.
- (b) Passing score on the Communication and Literacy Skills test.
- (c) Passing score on the subject matter knowledge test(s) appropriate to the license sought, where available, based on the subject matter knowledge requirements set forth in 603 CMR 7.06 and 7.07.
- (d) For core academic teachers, possession of an SEI Teacher Endorsement.

#### **7.06: Subject Matter Knowledge Requirements for Teachers**

...

- (9) English as a Second Language (Levels: PreK-6; 5-12)

...

#### **7.08: Professional Standards for Teachers**

(1) **Application.** The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These Standards are used by teacher preparation providers in preparing their candidates, by the Department in reviewing programs seeking state approval, and by the Department as the basis of performance assessments of

candidates. Candidates shall demonstrate that they meet the Professional Standards by passing a Performance Assessment for Initial License:

- (a) In the practicum or practicum equivalent phase of preparation for the Initial License; or
- (b) As part of the Performance Assessment Program.

The Department will issue guidelines for each type of performance assessment to reflect differences in growth in professional knowledge and skills.

## **(2) Standards for All Teachers Except Library and Speech, Language, and Hearing Disorders Teachers**

### **(a) Plans Curriculum and Instruction.**

1. Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.
3. Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.
4. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
5. Plans lessons with clear objectives and relevant measurable outcomes.
6. Draws on resources from colleagues, families, and the community to enhance learning.
7. Incorporates appropriate technology and media in lesson planning.
8. Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.
9. Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.

### **(b) Delivers Effective Instruction.**

1. Communicates high standards and expectations when beginning the lesson:
  - a. Makes learning objectives clear to students.
  - b. Communicates clearly in writing, ~~and speaking,~~ and through the use of appropriately designed visual and contextual aids.
  - c. Uses engaging ways to begin a new unit of study or lesson.
  - d. Builds on students' prior knowledge and experience.
2. Communicates high standards and expectations when carrying out the lesson:
  - a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.
  - b. Employs a variety of content-based and content-oriented teaching techniques from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher-directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).
  - c. Demonstrates an adequate knowledge of and approach to the academic content of lessons.

- d. Employs a variety of reading and writing strategies for addressing learning objectives.
  - e. Uses questioning to stimulate thinking and encourages all students to respond.
  - f. Uses instructional technology appropriately.
  - g. Uses effective strategies and techniques for making content accessible to English language learners.
  - h. Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for English language learners at various levels of English language proficiency and literacy.
3. Communicates high standards and expectations when extending and completing the lesson:
    - a. Assigns homework or practice that furthers student learning and checks it.
    - b. Provides regular and frequent feedback to students on their progress.
    - c. Provides many and varied opportunities for students to achieve competence.
  4. Communicates high standards and expectations when evaluating student learning:
    - a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.
    - b. Translates evaluations of student work into records that accurately convey the level of student achievement to students, parents or guardians, and school personnel.

**(c) Manages Classroom Climate and Operation.**

1. Creates and maintains a safe and collaborative learning an environment that values diversity and motivates students to meet high standards of conduct, effort and performance.
2. Creates a physical environment appropriate to a range of learning activities.
3. Maintains appropriate standards of behavior, mutual respect, and safety.
4. Manages classroom routines and procedures without loss of significant instructional time.

**(d) Promotes Equity.**

1. Encourages all students to believe that effort is a key to achievement.
2. Works to promote achievement by all students without exception.
3. Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
4. Helps all students to understand American civic culture, its underlying ideals, founding political principles and political institutions, and to see themselves as members of a local, state, national, and international civic community.
5. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.

**(e) Meets Professional Responsibilities.**

1. Understands his or her legal and moral responsibilities.
2. Conveys knowledge of and enthusiasm for his/her academic discipline to students.
3. Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice.
4. Collaborates with colleagues to improve instruction, assessment, and student achievement.
5. Works actively to involve parents in their child's academic activities and performance, and communicates clearly with them.
6. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
7. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

...

**7.09: Licenses and Routes for Administrators**

...

**(2) School Principal/Assistant School Principal (Levels: PreK-6; 5-8; 9-12)**

**(a) Initial License.**

1. Prerequisite Experience. Completion of at least three full years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
2. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment for Initial License and one of the following:
  - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the principal/assistant principal role and at the level of the license sought.
  - b. An administrative apprenticeship/internship (300 hours) in the principal/assistant principal role and at the level of the license sought with a trained mentor, using Department guidelines.
  - c. A Panel Review. Eligibility for a Panel Review is limited to candidates who have completed one of the following:
    - i. A post-baccalaureate program in management/administration at an accredited college or university.
    - ii. Three full years of employment in an executive management/ leadership, supervisory, or administrative role.

3. Passing score on the Communication and Literacy Skills test.
4. Possession of an SEI Administrator or Teacher Endorsement.

...

(3) Supervisor/Director (Levels: Dependent on Prerequisite License)

(a) Validity. A Supervisor/Director license is required for individuals employed for one-half time or more as a director, department head, or curriculum specialist in the field and at the level of the prerequisite license(s).

(b) Initial License.

1. Prerequisite Licenses. Possession of at least a Preliminary license as follows:
  - a. Pupil personnel directors:
    - i. School psychologist,
    - ii. School guidance counselor, or
    - iii. School social worker/school adjustment counselor
  - b. School guidance directors:
    - i. School guidance counselor or
    - ii. School social worker/school adjustment counselor
  - c. Directors, department heads, and curriculum specialists:
    - i. Teacher
    - ii. Specialist Teacher
    - iii. School Nurse
2. Prerequisite Experience. Completion of three full years of employment in a leadership, supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting accepted by the Department.
3. Demonstration of successful application of the Professional Standards for Administrative Leadership set forth in 603 CMR 7.10 through completion of a Performance Assessment and one of the following:
  - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the supervisor/director role.
  - b. An administrative apprenticeship/internship (300 hours) in a supervisor/director role for the license sought with a trained mentor, using Department guidelines.
  - c. A Panel Review. Eligibility for a Panel Review is limited to those candidates who have either completed a post-baccalaureate program in management/administration at an accredited institution or have three full years of employment in an executive management/leadership, supervisory, or administrative role.
4. Passing score on the Communication and Literacy Skills test.
5. For those directors, department heads, and curriculum specialists supervising or evaluating core academic teachers, possession of an SEI Administrator or Teacher Endorsement.
6. Additional requirements for directors, department heads, and curriculum specialists in the core academic subjects at the secondary level (5-12):

- a. A master's degree in the arts or sciences in one of the core academic subjects they will supervise, or
- b. At least 18 credits of advanced graduate studies in one of the core academic subjects they will supervise.

...

## **7.14: Endorsements**

### **(1) SEI Teacher Endorsement**

- (a) Awarded upon a demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.08 (2) (a) 9, 603 CMR 7.08 (2) (b) 2.(g) and (h), 603 CMR 7.08 (2) (c) 1, 603 CMR 7.08 (2) (d) 5, and 603 CMR 7.14(1)(b), through one of the following:
  1. Successful completion of a Department-approved course of study specific to providing sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.
  2. Passing a Department-approved assessment.
  3. A bachelor's degree in a major approved by the Department, or other graduate level training approved by the Department.
  4. Possession of an English as a Second Language license or an English Language Learners license.
- (b) Subject Matter Knowledge:
  1. The basic structure and functions of language.
  2. Second language acquisition factors as they affect access to the Massachusetts standards.
  3. Social-cultural, affective, political, and other salient factors in second language acquisition.
  4. Sheltered English immersion (SEI) principles and typologies:
    - i. General academic and domain-specific discourse practices relevant to the grade level (k-5 or secondary), English proficiency level, and content area (English language arts and history; science and mathematics; other content areas).
  5. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
  6. Federal and Massachusetts' laws and regulations pertaining to English language learners.
  7. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
  8. Theory, research, and practice of reading and writing for English language learners.



- i. Practices and approaches for developing reading and writing skills and comprehension in English for English language learners who are at different levels of English language proficiency.
- 9. The role of oral language development in literacy development for English language learners.
- 10. Formative and summative assessments for English language learners.
- 11. Literacy and academic language development.
  - i. The role of vocabulary development in accessing academic language.

## (2) SEI Administrator Endorsement

(a) Awarded upon demonstration of the subject matter and skill requirements set forth in 603 CMR 7.14(2)(b) through one of the following:

1. Successful completion of a Department–approved course of study for administrators specific to sheltered English instruction. The Department will issue guidelines to govern approval of this course of study.

2. Possession of an SEI Teacher Endorsement.

(b) Subject Matter Knowledge:

- 1. Understanding of diversity and background of English language learner populations, including family systems, and communities, and their impact on teaching and learning.
- 2. Knowledge of how to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
- 3. Implementation of strategies for coordinating SEI and English language development instruction for English language learners.
- 4. Demonstrates an understanding of the use of best practices for sheltering content for, and teaching academic language to, English language learners in the classroom.
- 5. Understanding of the challenges that English language learners face in the mastery of academic language and of the skills to shelter content and scaffold instruction to promote the academic achievement of English language learners.

## (3) Transitional Bilingual Learning Endorsement

(a) Awarded to educators who meet the following requirements:

- 1. Possession of an English as a Second Language license.
- 2. Passing score on a test acceptable to the Department, that assesses, or includes the assessment of, listening, speaking, and writing skills in the relevant foreign language for either the Pre-K – 6 or the 5 – 12 level.

## **7.154: General Provisions**

...

(9) General Provisions for Employment.

(a) Legal Employment. To be eligible for employment by a school district in any position covered by 603 CMR 7.00, a person must have been granted a license by the Commissioner that is appropriate for the role. A person holding a license may be employed for a maximum of 20% of his/her time in a role and/or at a level for which s/he does not hold a license.

(b) Sheltered English Immersion.

1. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no core academic teacher shall be assigned to provide sheltered English instruction to an English language learner unless such teacher either holds an SEI Teacher Endorsement, or will earn an SEI Teacher Endorsement within one year from the date of the assignment.

2. Notwithstanding 603 CMR 7.15(9)(a), starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English language learner unless such principal, assistant principal, or supervisor/director either holds an SEI Teacher or SEI Administrator Endorsement, or will earn such endorsement within one year of the commencement of such supervision or evaluation.

3. Notwithstanding 603 CMR 7.04, 603 CMR 7.05, 603 CMR 7.09 and 603 CMR 7.15 (5), any core academic teacher, or any principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to obtain an SEI endorsement within the time period designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to advance or renew his or her license until such educator obtains the SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

(c) District Requirements. Nothing in 603 CMR 7.00 shall be construed to prevent a school district from prescribing additional qualifications beyond those established in 603 CMR 7.00.

(d) Preliminary Licenses. Persons holding Preliminary licenses are permitted to seek employment in teaching positions requiring licensure in school districts that have an approved program of preparation for the Initial license.

(14) **Implementation.**

(a) Between March 7, 2009 and June 30, 2012, candidates for the following preliminary or initial licenses who earn a scaled score of at least 227-239 on the Mathematics portion of the General Curriculum test: Elementary, Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Deaf and Hard-of-Hearing and Teacher of the

Visually Impaired, will be deemed to have passed the Mathematics portion of the General Curriculum test. All candidates who are licensed under this provision must earn a scaled score of 240 or above on the Mathematics portion of the General Curriculum test in order to be eligible for the next stage of licensure or to renew their initial license.

(b) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Moderate Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (25) in effect prior to July 1, 2011.

(c) Individuals who apply and complete all requirements for licensure as a Teacher of Students with Severe Disabilities prior to August 31, 2012, may qualify for an initial or preliminary license by meeting the requirements under 603 CMR 7.06 (26) in effect prior to July 1, 2011.

(d) Individuals who apply and complete all requirements for Initial licensure prior to July 1, 2014, may qualify for that license by meeting the requirements under 603 CMR 7.00 in effect prior to August 1, 2012.

## **603 CMR 14:00 Education of English Learners Regulations**

### **14.07: Assignment of English Learners to Teachers in School Districts.**

- (1) Core academic teachers who provide sheltered English instruction to English learners in school districts, including charter schools and education collaboratives, must earn an SEI Teacher Endorsement as set forth in 603 CMR 7.00 and this section. Principals, assistant principals, and supervisors/directors who supervise or evaluate such teachers, must earn an SEI Administrator Endorsement as set forth in 603 CMR 7.00 and this section.
- (2) No later than August 1, 2012, the Department of Elementary and Secondary Education shall publish a schedule that establishes cohorts of core academic teachers of English learners, and principals, assistant principals, and supervisors/directors who supervise or evaluate such teachers, who must earn the SEI Teacher Endorsement or SEI Administrator Endorsement in each of the years from July 1, 2012 through June 30, 2016.
  - a. The cohorts established by the Department shall be based upon the incidence and performance of English learners in the school districts that employ these educators, provided further that educators employed in school districts with the highest incidence and lowest performance shall meet this requirement earlier and educators employed in school districts with the lowest incidence and highest performance shall meet this requirement later in this four-year period.
  - b. The Department shall publish the cohort schedule on the Department's website and shall make it available upon request. Educators assigned to a cohort must meet the requirements for an SEI endorsement within the time period designated for their cohort. Educators who fail to earn an endorsement by the time designated for their cohort, shall not be eligible to advance or renew their educator license under 603 CMR 7.00 and 603 CMR 44.00 until such educators earn an SEI

endorsement. Provided however, upon a showing of hardship, the Department may grant an educator an extension of time beyond the time designated for his or her cohort to earn an SEI endorsement. Hardship shall consist of serious illness or injury, or other circumstances that are beyond the control of the educator and impede the educator's ability to complete the requirements for an SEI endorsement.

- (3) Starting on July 1, 2016, any core academic teacher who is assigned to provide sheltered English instruction to an English learner shall either hold an SEI Teacher Endorsement, or is required to earn such endorsement within one year from the date of the assignment. Any school district that assigns an English learner to a core academic teacher who has a year to earn an SEI endorsement, shall take all reasonable steps to ensure that such English learner is assigned to core academic teachers with an SEI endorsement in subsequent school years.
- (4) Starting on July 1, 2016, no principal, assistant principal, or supervisor/director shall supervise or evaluate a core academic teacher who provides sheltered English instruction to an English learner unless such principal, assistant principal, or supervisor/director holds an SEI Teacher Endorsement or SEI Administrator Endorsement, or will earn either endorsement within one year of the commencement of such supervision or evaluation.
- (5) For purposes of this section, "core academic teacher" shall mean early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.

### **603 CMR 44.00:      *Educator License Renewal***

#### **Section:**

- 44.01: Purpose and Authority
- 44.02: Definitions
- 44.03: General Provisions
- 44.04: Approval of Professional Development Plans
- 44.05: Provisions Applicable to Licenses Renewed Before July 1, 2016
- 44.06: Provisions Applicable to Licenses Renewed On or After July 1, 2016
- 44.07: Inactive Licenses
- 44.08: Application Process
- 44.09: Documentation and Recordkeeping
- 44.10: Reconsideration
- 44.11: Failure to Satisfy Renewal Requirements
- 44.12: Hardship Waiver or Modification

#### 44.01: Purpose and Authority

(1) Purpose. The Massachusetts license renewal system will enhance education through ongoing professional development for educators that meets high standards for quality. The license renewal system is carried out in the context of professional development for school improvement leading to increased student learning. The goal is for educators within a school and district to work together so that license renewal achieves educational goals for the individual, the school, and the district, in order to assist students in meeting state learning standards.

(2) Authority. 603 CMR 44.00 is promulgated by the Board of Elementary and Secondary Education pursuant to M.G.L. c. 71, § 38G.

#### 44.02 Definitions

As used in 603 CMR 44.00, the following terms shall have the following meanings:

...

Board: the Massachusetts Board of Elementary and Secondary Education.

Commissioner: the Commissioner of the Department of Elementary and Secondary Education.

Content Area: the academic discipline or subject matter knowledge of a certificate.

...

Department: the Massachusetts Department of Elementary and Secondary Education.

Educator: a person who has been issued a professional license as defined by 603 CMR

7.02.

Endorsement: A supplementary credential issued to an educator licensed under 603 CMR 7.00, or a credential issued to an individual otherwise required by law or regulation to obtain such credential, indicating satisfactory knowledge and skill to perform services in the area(s) specified.

Inactive License: a license-that is not renewed within five years of its issuance or most recent renewal, whichever is later. A license that is not renewed is deemed inactive for up to five consecutive years.

Individual Professional Development Plan: a five year plan developed by an educator that outlines the professional development activities for the renewal of the educator's license(s).

Invalid License: a license-that is not renewed within the five year active period and that is not renewed within the five year inactive period, as provided in 603 CMR 44.07.

License: a Professional educator license issued to a person who has met the preparation and eligibility requirements established by the Board for a Professional license. This license is

equivalent to a standard educator certificate as defined in M.G.L. c. 71, § 38G. Professional licenses are valid for five years and are renewable for additional five year terms.

Low-Performing Mathematics Program: Any mathematics program in a Massachusetts public middle or high school which has been identified as low-performing according to the criteria and process found in the Regulations on Accountability and Assistance for School Districts and Schools, 603 CMR 2.05.

...

Primary License: the license so designated by an educator who has more than one license. The primary license-is usually the license-under which the educator is employed. If the educator is employed in a position that requires more than one license, the educator may designate which of the licenses-is the primary license.

Professional Development Point (PDP): a unit of measurement of professional development activities. One clock hour is equivalent to one professional development point. One semester hour is equivalent to 15 PDPs. One continuing education unit is equivalent to ten PDPs. However, professional development activities sponsored or approved by the Department and advanced academic studies will receive 1.5 PDPs per clock hour. Department guidelines will detail the PDPs earned by professional development activities not readily measured in clock hours.

Sheltered English Immersion (SEI): Shall have the meaning set forth in M.G.L. c. 71A, § 2.

Sheltered English Immersion (SEI) Endorsement: An SEI Teacher Endorsement and SEI Administrator Endorsement issued to an educator in accordance with 603 CMR 7.14.

Topic: a single or tightly integrated area of study within an academic discipline or related to a particular method of teaching or administration.

#### **44.03 General Provisions**

- (1) Except as provided in 603 CMR 44.07, each license shall be valid for five years, and may be renewed for successive five - year terms upon the successful completion of the requisite number of PDPs as set forth in 603 CMR 44.05 (1) and 44.06(1) within a particular five year active period, based on a professional development plan that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.
- (2) Professional development points may be earned in the following ways:
  - (a) PDPs may be awarded by registered providers to license holders who complete a professional development activity and demonstrate proficiency in the relevant

subject area or skill through an appropriate end-of-course assessment that satisfies Department guidelines.

- (b) PDPs may be awarded by, or under the auspices of, the Department, school districts, or educational collaboratives upon an educator's completion of a professional development activity in compliance with Department guidelines.
  - (c) Educators may accrue PDPs through an educator-designed professional development activity that satisfies Department guidelines.
- (3) An educator also may choose to accrue professional development points in the following ways, as part of an individual professional development plan which receives any approvals necessary under the provisions of 603 CMR 44.04:
- (a) Achieving a passing score on a content-specific test approved by the Board will earn an educator 90 PDPs in the content area of the license.
  - (b) Achieving a passing score on a performance assessment approved by the Board will earn an educator 120 PDPs, 90 in the content area of the license and 30 in pedagogy.
  - (c) Taking the Mathematics Content Assessment will earn an educator 20 PDPs in the mathematics content area.
- (4) The Department shall develop and maintain a registry of professional development providers in order to facilitate access to information about professional development programs.
- (5) Notwithstanding 603 CMR 44.05 and 603 CMR 44.06, any core academic teacher, principal, assistant principal, or supervisor/director supervising or evaluating a core academic teacher, who fails to earn an SEI endorsement by the time designated for his or her cohort established pursuant to 603 CMR 14.07(2), will not be eligible to renew his or her license until such educator earns an SEI endorsement. Provided however, in accordance with 603 CMR 14.07(2), upon a showing of hardship, the Department may grant an educator an extension of time beyond the date designated for his or her cohort to earn an SEI endorsement.

#### **44.04 Approval of Professional Development Plans**

- (1) In accordance with G.L. c. 71, § 38G, educators working in a Massachusetts public school must obtain approval of their proposed professional development plans from their supervisors by the timelines set out in 603 CMR 44.05~~6~~ (2), and 44.06~~7~~ (2). Licensed educators working in schools other than Massachusetts public schools are encouraged to seek such approval.

- (a) Approval for proposed individual professional development plans shall be from the educator's direct supervisor or an appropriate designee. In most instances, this will mean that the plans of teachers and other educators who report to the principal will be approved by the principal, a principal's plan will be approved by the superintendent of schools, and a superintendent's plan will be approved by the chairperson of the school committee.
  - (b) Approval of a plan shall be based on whether the 80% of the PDPs in the plan that are subject to supervisor approval are consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, and is based on evidence that it contributes to increased student achievement and growth. A supervisor may consider whether the plan requires an educator to earn PDPs regularly throughout the five year period when evaluating a plan.
  - (c) The supervisor and educator may determine that the same individual professional development plan will be used to satisfy both 603 CMR 44.00 (educator license renewal) and 603 CMR 35.00 (educator evaluation).
  - (d) Approval of individual professional development plans shall not be unreasonably withheld. In the event that a plan is rejected by a supervisor, teachers and other educators who report to the principal may seek review of the denial from the superintendent of schools, principals may seek review from the school committee chairperson, and superintendents may seek review from the Department. An educator may then seek additional review from the Department, according to the provisions of 603 CMR 44.10.
- (2) A supervisor shall review each individual professional development plan at least every two years. A supervisor shall review the professional development plan of any educator new to the district or school within three months of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any PDPs that were earned consistently with an approved plan shall be deemed approved in applying for license renewal. Any PDPs that are earned prior to the approval of a plan may be subject to disapproval, if in the opinion of the educator's supervisor, the PDPs are not consistent with the educational improvement goals of the school and/or district.
  - (3) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved professional development plan. An educator whose supervisor refuses to sign a professional development plan may follow the review procedures set out in 603 CMR 44.04(1)(d) and 44.10.
  - (4) Approval of professional development plans of mathematics teachers in low-performing mathematics programs shall be subject to the following



additional requirements:

- (a) A supervisor shall not approve or sign the professional development plan of any mathematics teacher in a low-performing mathematics program until that educator takes the Mathematics Content Assessment. However, if no Mathematics Content Assessment is offered between the first date the educator is required to take the Mathematics Content Assessment, pursuant to the Under-Performing Schools and Districts Regulations, 603 CMR 2.05, and the last date on which the approval or signature may be granted, the supervisor may approve or sign the professional development plan of an educator who has not yet taken the Mathematics Content Assessment.
- (b) In considering whether a professional development plan is consistent with the educational needs of the school and/or district and whether the plan is designed to enhance the ability of the educator to improve student learning, pursuant to 603 CMR 44.04 (1)(b), a supervisor must determine that the professional development plan addresses weaknesses identified by the Mathematics Content Assessment.
- (c) In the event that a school's mathematics program is classified as a low-performing mathematics program after approval of the educator's professional development plan, the educator shall take the next Mathematics Content Assessment offered by the Board.
- (d) In the event that a mathematics teacher who was not previously teaching in a school with a low-performing mathematics program goes to work in school with a low-performing mathematics program, that teacher will not have to take the Mathematics Content Assessment until the school's mathematics program is classified as low-performing based on the results of an MCAS mathematics test administered while the teacher is employed at the school.
- (e) In biannual reviews conducted pursuant to 603 CMR 44.04 (2), a supervisor must withdraw approval of the professional development plan of any educator who has not taken the Mathematics Content Assessment offered by the Board, unless no Mathematics Content Assessment is offered between the time such Assessment was required of the educator, pursuant to 603 CMR 2.05 (2), and the time of the biannual review. A supervisor must also withdraw approval of any professional development plan that fails to address weaknesses identified by the Mathematics Content Assessment.

#### **44.05 Provisions applicable to licenses renewed before July 1, 2016**

- (1) Individual professional development plans must include at least 150 PDPs. At least 120 of the PDPs must be in the content area of the license or in pedagogy directly related to the educator's primary license, with at least 90 of these PDPs in the content area of the educator's primary license.

- (2) Educators working in Massachusetts public schools must get initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) within three months of issuance of the license to be renewed. A supervisor shall approve a professional development plan in which the 120 PDPs required to be in content area or pedagogy are consistent with school and district educational improvement goals.
- (3) Educators shall obtain final approval of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04 (3).
- (4) A minimum of 10 PDPs must be earned in a topic to count the PDPs toward license renewal.
- (5) Professional development plans must include an additional 30 PDPs in the content area of any additional license to be renewed.

**44.06: Provisions applicable to licenses renewed on or after July 1, 2016:**

- (1) Professional development activities shall be identified by the educator and supervisor during the development of, and review of, the Individual Professional Development Plan in order to better support student achievement. Individual professional development plans must include at least 150 PDPs including:
  - (a) At least 15 PDPs related to SEI or English as a Second Language.
  - (b) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.
  - (c) At least 90 PDPs in the content area of the license or in pedagogy, with no less than 60 PDPs in, or related to, the content area of the educator's primary license.
- (2) Educators working in Massachusetts public schools must obtain initial approval of their professional development plans pursuant to 603 CMR 44.04 (1) within three months of issuance of the license to be renewed.
- (3) Educators shall obtain final approval of their plans from their supervisors, pursuant to the provisions of 603 CMR 44.04(3).
- (4) A minimum of 10 PDPs must be earned in a topic to count the PDPs toward license renewal.
- (5) Professional development plans must include an additional 30 PDPs in the content area of any additional license to be renewed.

#### **44.07: Inactive and Invalid Licenses**

- (1) A license that is not renewed within the five year validity period is deemed inactive for a period of five years. At the end of that time, the license is invalid, except as provided in 603 CMR 44.078 (2) or (3).
- (2) An educator who is not currently employed in a position requiring licensure and who is to be employed in a position for which he or she holds an inactive license, shall have two years from the start of such employment to complete the professional development requirements for the license.
- (3) An educator who is currently employed in a position requiring licensure for which he or she holds an active license, and who is to be employed in a position for which he or she holds an inactive additional license, shall have two years from the start of such employment to complete the professional development requirements for the inactive license. The educator may renew such additional license upon the completion of 30 PDPs, provided that the educator has renewed his or her primary license.
- (4) An educator may not be employed under an inactive license, except as provided in 603 CMR 44.078 (2) or (3), until he or she renews the license, unless the school district receives a waiver from the Department pursuant to 603 CMR 7.00. An educator may not be employed under an invalid license, until he or she renews the license, unless the school district receives a waiver from Department pursuant to 603 CMR 7.00.
- (5) If a license has become inactive or invalid under 603 CMR 44.07 (1), the educator may renew a license in that area after completing the professional development requirements contained in 603 CMR 44.05 (1) or 44.06, as applicable.

#### **44.08: Application Process**

- (1) All applicants for license renewal shall submit the following to the Department:
  - (a) a completed application, in the manner and form prescribed by the Department,
  - (b) the required fee,
  - (d) proof of sound moral character,
  - (e) a statement, signed under penalties of perjury, that the candidate has successfully completed the requisite number of PDPs under a professional development plan.
- (2) Applicants who are employed by Massachusetts public schools shall submit a statement, signed under the penalties of perjury, that they have obtained their supervisor's final approval of their completed professional development plan.

#### **44.09: Documentation and Recordkeeping**

- (1) Each educator shall maintain the following materials to verify completion of license renewal requirements:
  - (a) an individual professional development plan, which has been approved by the educator's supervisor if required by 603 CMR 44.04(3), to be achieved over the five year period, that includes the educator's goals for strengthening content area knowledge and professional skills and for remaining current in other professional issues, and resulting in improvements in teaching; and
  - (b) reasonable documentation which validates the completion of an activity and the number of points accrued; and
  - (c) a record of completed license renewal activities, which at a minimum shall include the topic and type of professional activities completed, the dates of such activities, and the number of points completed.
- (2) The educator shall maintain the documentation, record log, professional development plan, and application for five years from the date of the renewal of the license. For those educators who are applying professional development points earned by completing a Department- approved SEI endorsement course of study in more than one renewal cycle, as outlined in Department guidelines, all renewal documentation must be maintained for ten years from the date of the renewal of the license.
- (3) All documentation is subject to audit by the Department and review by an educator's supervisor, and must be provided to the Department upon request.

#### **44.10 Reconsideration**

An applicant for license renewal may request that the Commissioner reconsider the Department's decision not to renew such applicant's license. An applicant may also appeal a supervisor's decision not to approve or sign a professional development plan to the Commissioner, after seeking any review available at the local school district pursuant to 603 CMR 44.04 (1) (de). The applicant shall submit a written request for reconsideration to the Commissioner within 30 days of the date that the applicant received notice that his or her application for license renewal has been denied or that the individual professional development plan was rejected at the highest available level of local review. The decision of the Commissioner shall be final.

#### **44.11 Failure to Satisfy Renewal Requirements**

- (1) If the Department determines that the educator has failed to demonstrate that the educator has met the requirements to renew the license, the educator's license will be deemed inactive.

- (2) Before the Department deems the license inactive, it shall notify the educator in writing that the Department intends to deem the license inactive and of the educators right to request a hearing before the Commissioner in accordance with M.G.L. c. 30A and 801 CMR 1.00: Adjudicatory Rules of Practice and Procedure. This notice shall operate as a notice of the action and does not operate as an order to show cause.
- (3) The educator shall have 21 days from receipt of the notice to make a written request for a hearing. If the Commissioner does not receive a written request for a hearing in accordance with the above, the educator's license shall be deemed to be inactive and the educator shall be so notified by return mail.
- (4) Hearing.
- a. If the Commissioner receives a request for a hearing from the educator in accordance with 603 CMR 44.11(3), the Commissioner or his designee shall schedule a hearing. The hearing shall be conducted in accordance with the requirements of M.G.L. c. 30A and 801 CMR 1.00. At such hearing, the educator shall bear the burden of proof. The hearing shall not be open to the public unless the educator requests a public hearing.
  - b. The Commissioner or his designee shall issue a written decision determining whether or not the educator's license shall be deemed inactive. The decision shall comply with the requirements of M.G.L. c. 30A, §11 and 801 CMR 1.00.
  - c. The Commissioner shall send a copy of the decision to the educator along with a notice informing the educator of the right to appeal in accordance with the provisions of M.G.L. c. 30A, § 14.

#### **44.12 Hardship Waiver or Modification**

- (1) Upon a showing of extreme hardship, the Commissioner may waive or modify the requirement of completion of the requisite number of PDPs as set forth in 603 CMR 44.05 and 44.06. A showing of extreme hardship may include serious illness or other catastrophic circumstances that are beyond the control of the educator. No modification or waiver will be granted without satisfactory evidence that the educator has made a good faith effort to obtain the required number of PDPs but that extreme hardship has prevented the educator from doing so.
- (2) The Commissioner, in his discretion, may impose reasonable conditions upon any modification or waiver granted.
- (3) The decision of the Commissioner shall be final.

#### **REGULATORY AUTHORITY**

603 CMR 44.00: M.G.L. c. 71, §38G

## Appendix 3: All student and ELL student enrollment for all districts – Comparison from SY 2009 to SY 2013

DISTRICT NAME	STUDENT ENR 2009			STUDENT ENR 2015			# Increase in ELL Population	% Increase in ELL Population
	ALL	ELL	% ELL	ALL	ELL	% ELL		
Abington	2,293	35	1.5%	1,956	34	1.7%	-1	-2.9%
Academy Of the Pacific Rim Charter Public (District)	474	4	0.8%	519	1	0.2%	-3	-75.0%
Acton-Boxborough	2,958	20	0.7%	5,658	202	3.6%	182	910.0%
Acushnet	1,029	1	0.1%	973	7	0.7%	6	600.0%
Adams-Cheshire	1,585	4	0.3%	1,352	5	0.4%	1	25.0%
Advanced Math and Science Academy Charter (District)	633	0	0.0%	999	1	0.1%	1	**
Agawam	4,347	127	2.9%	4,091	164	4.0%	37	29.1%
Alma del Mar Charter School (District)				240	27	11.3%	**	**
Amesbury	2,409	29	1.2%	2,280	35	1.5%	6	20.7%
Amesbury Academy Charter Public (District)	49	0	0.0%	46	0	0.0%	0	**
Amherst	1,382	185	13.4%	1,200	182	15.2%	-3	-1.6%
Amherst-Pelham	1,731	60	3.5%	1,441	62	4.3%	2	3.3%
Andover	6,123	37	0.6%	6,076	145	2.4%	108	291.9%
Argosy Collegiate Charter School (District)				103	11	10.7%	**	**
Arlington	4,654	224	4.8%	5,208	226	4.3%	2	0.9%
Ashburnham-Westminster	2,426	5	0.2%	2,349	37	1.6%	32	640.0%
Ashland	2,630	51	1.9%	2,595	92	3.5%	41	80.4%
Assabet Valley Regional Vocational Technical	933	15	1.6%	1,058	15	1.4%	0	0.0%
Athol-Royalston	1,695	24	1.4%	1,412	21	1.5%	-3	-12.5%
Atlantis Charter (District)	702	0	0.0%	885	27	3.1%	27	**
Attleboro	5,937	256	4.3%	5,927	456	7.7%	200	78.1%
Auburn	2,362	52	2.2%	2,369	64	2.7%	12	23.1%
Avon	749	2	0.3%	741	4	0.5%	2	100.0%
Ayer Shirley School District				1,657	53	3.2%	**	**
Barnstable	4,354	181	4.2%	4,933	360	7.3%	179	98.9%

Barnstable Community Horace Mann Charter Public (District)	472	0	0.0%	291	64	22.0%	64	**
Baystate Academy Charter Public School (District)				218	15	6.9%	**	**
Bedford	2,420	38	1.6%	2,522	139	5.5%	101	265.8%
Belchertown	2,655	39	1.5%	2,364	15	0.6%	-24	-61.5%
Bellingham	2,671	25	0.9%	2,381	31	1.3%	6	24.0%
Belmont	3,863	113	2.9%	4,283	225	5.3%	112	99.1%
Benjamin Banneker Charter Public (District)	312	14	4.5%	347	14	4.0%	0	0.0%
Benjamin Franklin Classical Charter Public (District)	416	0	0.0%	450	0	0.0%	0	**
Berkley	951	0	0.0%	855	1	0.1%	1	**
Berkshire Arts and Technology Charter Public (District)	245	3	1.2%	334	3	0.9%	0	0.0%
Berkshire Hills	1,376	26	1.9%	1,340	29	2.2%	3	11.5%
Berlin	239	1	0.4%	186	5	2.7%	4	400.0%
Berlin-Boylston	466	1	0.2%	551	9	1.6%	8	800.0%
Beverly	4,219	46	1.1%	4,500	101	2.2%	55	119.6%
Billerica	6,100	79	1.3%	5,144	51	1.0%	-28	-35.4%
Blackstone Valley Regional Vocational Technical	1,103	0	0.0%	1,185	2	0.2%	2	**
Blackstone-Millville	2,145	11	0.5%	1,775	44	2.5%	33	300.0%
Blue Hills Regional Vocational Technical	844	6	0.7%	859	4	0.5%	-2	-33.3%
Boston	55,923	10,579	18.9%	54,312	16,168	29.8%	5589	52.8%
Boston Collegiate Charter (District)	464	0	0.0%	688	34	4.9%	34	**
Boston Day and Evening Academy Charter (District)	301	0	0.0%	380	35	9.2%	35	**
Boston Green Academy Horace Mann Charter School (District)				393	63	16.0%	**	**
Boston Preparatory Charter Public (District)	292	0	0.0%	391	33	8.4%	33	**
Boston Renaissance Charter Public (District)	1,224	45	3.7%	944	60	6.4%	15	33.3%
Bourne	2,443	0	0.0%	2,013	10	0.5%	10	**

Boxford	939	4	0.4%	747	6	0.8%	2	50.0%
Boylston	380	9	2.4%	297	7	2.4%	-2	-22.2%
Braintree	5,352	101	1.9%	5,686	221	3.9%	120	118.8%
Brewster	507	6	1.2%	481	13	2.7%	7	116.7%
Bridge Boston Charter School (District)				189	75	39.7%	**	**
Bridgewater-Raynham	5,863	22	0.4%	5,301	95	1.8%	73	331.8%
Brimfield	348	0	0.0%	291	0	0.0%	0	**
Bristol County Agricultural	429	0	0.0%	448	0	0.0%	0	**
Bristol-Plymouth Regional Vocational Technical	1,195	6	0.5%	1,322	2	0.2%	-4	-66.7%
Brockton	15,312	2,536	16.6%	17,186	3,441	20.0%	905	35.7%
Brooke Charter School East Boston (District)				393	55	14.0%	**	**
Brooke Charter School Mattapan (District)				460	23	5.0%	**	**
Brooke Charter School Roslindale (District)				506	4	0.8%	**	**
Brookfield	296	0	0.0%	333	1	0.3%	1	**
Brookline	6,321	539	8.5%	7,508	732	9.7%	193	35.8%
Burlington	3,650	66	1.8%	3,499	96	2.7%	30	45.5%
Cambridge	5,770	412	7.1%	6,539	539	8.2%	127	30.8%
Canton	3,097	44	1.4%	3,326	53	1.6%	9	20.5%
Cape Cod Lighthouse Charter (District)	216	0	0.0%	240	0	0.0%	0	**
Cape Cod Regional Vocational Technical	703	7	1.0%	647	13	2.0%	6	85.7%
Carlisle	720	14	1.9%	641	8	1.2%	-6	-42.9%
Carver	1,908	2	0.1%	1,641	3	0.2%	1	50.0%
Central Berkshire	2,039	1	0.0%	1,723	5	0.3%	4	400.0%
Chelmsford	5,548	86	1.6%	5,056	132	2.6%	46	53.5%
Chelsea	5,602	951	17.0%	6,350	1,530	24.1%	579	60.9%
Chesterfield-Goshen	180	0	0.0%	153	0	0.0%	0	**
Chicopee	7,774	319	4.1%	7,841	364	4.6%	45	14.1%
Christa McAuliffe Charter Public (District)				403	17	4.2%	**	**
City on a Hill Charter Public School Circuit Street (District)				287	20	7.0%	**	**



City on a Hill Charter Public School Dudley Square (District)				192	19	9.9%	**	**
City on a Hill Charter Public School New Bedford (District)				88	8	9.1%	**	**
Clarksburg	198	0	0.0%	168	0	0.0%	0	**
Clinton	2,025	157	7.8%	1,866	143	7.7%	-14	-8.9%
Codman Academy Charter Public (District)	116	1	0.9%	270	19	7.0%	18	1800.0%
Cohasset	1,466	0	0.0%	1,606	1	0.1%	1	**
Community Charter School of Cambridge (District)	267	12	4.5%	398	5	1.3%	-7	-58.3%
Community Day Charter Public School - Gateway (District)				200	146	73.0%	**	**
Community Day Charter Public School - Prospect (District)	331	84	25.4%	400	155	38.8%	71	84.5%
Community Day Charter Public School - R. Kingman Webster (District)				200	106	53.0%	**	**
Concord	1,875	28	1.5%	2,114	54	2.6%	26	92.9%
Concord-Carlisle	1,268	1	0.1%	1,255	9	0.7%	8	800.0%
Conservatory Lab Charter (District)	135	13	9.6%	393	67	17.0%	54	415.4%
Conway	169	0	0.0%	167	0	0.0%	0	**
Danvers	3,581	22	0.6%	3,588	37	1.0%	15	68.2%
Dartmouth	4,092	61	1.5%	3,718	102	2.7%	41	67.2%
Dedham	2,857	98	3.4%	2,776	145	5.2%	47	48.0%
Deerfield	484	7	1.4%	437	6	1.4%	-1	-14.3%
Dennis-Yarmouth	3,461	138	4.0%	3,027	222	7.3%	84	60.9%
Dighton-Rehoboth	3,316	2	0.1%	2,905	4	0.1%	2	100.0%
Dorchester Collegiate Academy Charter (District)				185	38	20.5%	**	**
Douglas	1,759	3	0.2%	1,544	1	0.1%	-2	-66.7%
Dover	579	6	1.0%	469	12	2.6%	6	100.0%
Dover-Sherborn	1,110	4	0.4%	1,175	5	0.4%	1	25.0%
Dracut	4,190	49	1.2%	3,688	38	1.0%	-11	-22.4%

Dudley Street Neighborhood Charter School (District)				220	51	23.2%	**	**
Dudley-Charlton Reg	4,378	46	1.1%	3,997	77	1.9%	31	67.4%
Duxbury	3,370	0	0.0%	3,242	8	0.2%	8	**
East Bridgewater	2,425	1	0.0%	2,288	8	0.3%	7	700.0%
East Longmeadow	2,857	0	0.0%	2,683	59	2.2%	59	**
Eastham	224	3	1.3%	182	3	1.6%	0	0.0%
Easthampton	1,651	47	2.8%	1,538	22	1.4%	-25	-53.2%
Easton	3,929	32	0.8%	3,795	42	1.1%	10	31.3%
Edgartown	332	25	7.5%	359	40	11.1%	15	60.0%
Edward M. Kennedy Academy for Health Careers (Horace Mann Charter) (District)				359	45	12.5%	**	**
Erving	191	0	0.0%	140	0	0.0%	0	**
Essex North Shore Agricultural and Technical School District				1,128	3	0.3%	**	**
Everett	5,613	509	9.1%	7,071	1,056	14.9%	547	107.5%
Excel Academy Charter (District)	211	8	3.8%	604	94	15.6%	86	1075.0%
Fairhaven	2,025	4	0.2%	1,999	27	1.4%	23	575.0%
Fall River	9,985	705	7.1%	10,246	798	7.8%	93	13.2%
Falmouth	3,769	32	0.8%	3,547	51	1.4%	19	59.4%
Farmington River Reg	145	0	0.0%	129	0	0.0%	0	**
Fitchburg	5,155	567	11.0%	5,041	738	14.6%	171	30.2%
Florida	112	0	0.0%	89	0	0.0%	0	**
Abby Kelley Foster Charter Public (District)	1,425	51	3.6%	1,428	101	7.1%	50	98.0%
Four Rivers Charter Public (District)	198	0	0.0%	217	0	0.0%	0	**
Foxborough	2,922	28	1.0%	2,712	19	0.7%	-9	-32.1%
Foxborough Regional Charter (District)	1,083	18	1.7%	1,262	70	5.5%	52	288.9%
Framingham	8,154	1,170	14.3%	8,153	1,285	15.8%	115	9.8%
Francis W. Parker Charter Essential (District)	384	0	0.0%	393	0	0.0%	0	**
Franklin	6,255	41	0.7%	5,633	66	1.2%	25	61.0%
Franklin County Regional	517	0	0.0%	519	0	0.0%	0	**

Vocational Technical								
Freetown-Lakeville	1,949	0	0.0%	2,837	2	0.1%	2	**
Frontier	701	5	0.7%	600	1	0.2%	-4	-80.0%
Gardner	2,727	91	3.3%	2,473	107	4.3%	16	17.6%
Gateway	1,220	10	0.8%	956	6	0.6%	-4	-40.0%
Georgetown	1,701	0	0.0%	1,462	2	0.1%	2	**
Gill-Montague	1,082	26	2.4%	1,000	61	6.1%	35	134.6%
Global Learning Charter Public (District)	429	1	0.2%	508	36	7.1%	35	3500.0%
Gloucester	3,398	72	2.1%	2,963	100	3.4%	28	38.9%
Gosnold	4	0	0.0%	2	0	0.0%	0	**
Grafton	2,880	10	0.3%	3,148	31	1.0%	21	210.0%
Granby	1,110	13	1.2%	882	23	2.6%	10	76.9%
Greater Fall River Regional Vocational Technical	1,354	10	0.7%	1,410	0	0.0%	-10	-100.0%
Greater Lawrence Regional Vocational Technical	1,170	38	3.2%	1,352	107	7.9%	69	181.6%
Greater Lowell Regional Vocational Technical	1,922	30	1.6%	2,129	115	5.4%	85	283.3%
Greater New Bedford Regional Vocational Technical	2,064	25	1.2%	2,141	59	2.8%	34	136.0%
Greenfield	1,527	52	3.4%	1,751	65	3.7%	13	25.0%
Groton-Dunstable	2,814	7	0.2%	2,573	11	0.4%	4	57.1%
Hadley	672	10	1.5%	620	22	3.5%	12	120.0%
Halifax	684	0	0.0%	566	4	0.7%	4	**
Hamilton-Wenham	2,080	16	0.8%	1,864	18	1.0%	2	12.5%
Hampden Charter School of Science (District)				361	17	4.7%	**	**
Hampden-Wilbraham	3,627	22	0.6%	3,239	10	0.3%	-12	-54.5%
Hampshire	849	4	0.5%	747	6	0.8%	2	50.0%
Hancock	33	0	0.0%	43	0	0.0%	0	**
Hanover	2,721	8	0.3%	2,638	33	1.3%	25	312.5%
Harvard	1,281	3	0.2%	1,143	11	1.0%	8	266.7%
Hatfield	418	0	0.0%	461	0	0.0%	0	**
Haverhill	6,840	397	5.8%	7,240	528	7.3%	131	33.0%
Hawlemont	119	0	0.0%	109	0	0.0%	0	**
Helen Y. Davis Leadership Academy Charter Public (District)				224	21	9.4%	**	**

Hill View Montessori Charter Public (District)	240	7	2.9%	306	8	2.6%	1	14.3%
Hilltown Cooperative Charter Public (District)	154	1	0.6%	193	0	0.0%	-1	-100.0%
Hingham	3,964	13	0.3%	4,292	1	0.0%	-12	-92.3%
Holbrook	1,184	22	1.9%	1,198	51	4.3%	29	131.8%
Holland	285	1	0.4%	237	0	0.0%	-1	-100.0%
Holliston	2,902	36	1.2%	2,824	58	2.1%	22	61.1%
Holyoke	6,025	1,460	24.2%	5,573	1,590	28.5%	130	8.9%
Holyoke Community Charter (District)	703	74	10.5%	704	61	8.7%	-13	-17.6%
Hopedale	1,324	3	0.2%	1,223	18	1.5%	15	500.0%
Hopkinton	3,452	27	0.8%	3,463	49	1.4%	22	81.5%
Hudson	2,982	130	4.4%	2,876	141	4.9%	11	8.5%
Hull	1,213	4	0.3%	1,034	2	0.2%	-2	-50.0%
Innovation Academy Charter (District)	397	2	0.5%	766	13	1.7%	11	550.0%
Ipswich	2,118	12	0.6%	1,918	36	1.9%	24	200.0%
King Philip	2,083	3	0.1%	2,100	2	0.1%	-1	-33.3%
Kingston	1,173	4	0.3%	1,056	7	0.7%	3	75.0%
KIPP Academy Boston Charter School (District)				288	85	29.5%	**	**
KIPP Academy Lynn Charter (District)	327	4	1.2%	851	140	16.5%	136	3400.0%
Lanesborough	280	0	0.0%	216	0	0.0%	0	**
Lawrence	12,221	2,791	22.8%	13,889	4,157	29.9%	1366	48.9%
Lawrence Family Development Charter (District)	579	223	38.5%	678	144	21.2%	-79	-35.4%
Lee	864	17	2.0%	683	23	3.4%	6	35.3%
Leicester	1,874	14	0.7%	1,605	20	1.2%	6	42.9%
Lenox	816	3	0.4%	728	18	2.5%	15	500.0%
Leominster	6,233	598	9.6%	6,096	343	5.6%	-255	-42.6%
Leverett	156	0	0.0%	133	0	0.0%	0	**
Lexington	6,235	297	4.8%	6,785	415	6.1%	118	39.7%
Lincoln	1,126	27	2.4%	1,241	30	2.4%	3	11.1%
Lincoln-Sudbury	1,638	4	0.2%	1,617	9	0.6%	5	125.0%
Littleton	1,653	0	0.0%	1,596	12	0.8%	12	**
Longmeadow	3,133	37	1.2%	2,902	35	1.2%	-2	-5.4%

Lowell	13,400	4,227	31.5%	14,075	3,745	26.6%	-482	-11.4%
Lowell Collegiate Charter School (District)				340	48	14.1%	**	**
Lowell Community Charter Public (District)	915	230	25.1%	769	363	47.2%	133	57.8%
Lowell Middlesex Academy Charter (District)	111	1	0.9%	109	0	0.0%	-1	-100.0%
Ludlow	3,103	33	1.1%	2,716	54	2.0%	21	63.6%
Lunenburg	1,739	7	0.4%	1,557	17	1.1%	10	142.9%
Lynn	13,273	3,419	25.8%	14,871	2,794	18.8%	-625	-18.3%
Lynnfield	2,361	1	0.0%	2,205	8	0.4%	7	700.0%
Ma Academy for Math and Science	89	0	0.0%	97	0	0.0%	0	**
Malden	6,416	655	10.2%	6,564	1,247	19.0%	592	90.4%
Manchester Essex Regional	1,382	3	0.2%	1,507	13	0.9%	10	333.3%
Mansfield	4,912	36	0.7%	4,144	36	0.9%	0	0.0%
Marblehead	3,261	27	0.8%	3,245	109	3.4%	82	303.7%
Marblehead Community Charter Public (District)	230	0	0.0%	230	0	0.0%	0	**
Marion	435	0	0.0%	444	4	0.9%	4	**
Marlborough	4,565	520	11.4%	4,543	746	16.4%	226	43.5%
Marshfield	4,720	16	0.3%	4,267	24	0.6%	8	50.0%
Martha's Vineyard				687	14	2.0%	**	**
Martha's Vineyard Charter (District)	176	0	0.0%	177	10	5.6%	10	**
Martin Luther King Jr. Charter School of Excellence (District)	311	10	3.2%	367	28	7.6%	18	180.0%
Masconomet	2,147	3	0.1%	1,971	6	0.3%	3	100.0%
Mashpee	1,818	2	0.1%	1,667	48	2.9%	46	2300.0%
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District				692	0	0.0%	**	**
MATCH Charter Public School (District)	308	0	0.0%	895	311	34.7%	311	**
Mattapoissett	516	0	0.0%	502	7	1.4%	7	**
Maynard	1,325	27	2.0%	1,418	41	2.9%	14	51.9%
Medfield	3,004	6	0.2%	2,638	16	0.6%	10	166.7%
Medford	4,822	273	5.7%	4,514	341	7.6%	68	24.9%

Medway	2,756	14	0.5%	2,395	7	0.3%	-7	-50.0%
Melrose	3,659	61	1.7%	3,711	115	3.1%	54	88.5%
Mendon-Upton	2,888	8	0.3%	2,350	23	1.0%	15	187.5%
Methuen	7,387	405	5.5%	6,953	540	7.8%	135	33.3%
Middleborough	3,541	11	0.3%	3,120	20	0.6%	9	81.8%
Middleton	880	7	0.8%	756	11	1.5%	4	57.1%
Milford	4,191	220	5.2%	4,176	427	10.2%	207	94.1%
Millbury	1,928	6	0.3%	1,743	31	1.8%	25	416.7%
Millis	1,404	3	0.2%	1,407	11	0.8%	8	266.7%
Milton	3,876	39	1.0%	4,011	59	1.5%	20	51.3%
Minuteman Regional Vocational Technical	625	1	0.2%	673	2	0.3%	1	100.0%
Mohawk Trail	1,157	6	0.5%	964	3	0.3%	-3	-50.0%
Monomoy Regional School District				1,934	75	3.9%	**	**
Monson	1,477	4	0.3%	1,094	4	0.4%	0	0.0%
Montachusett Regional Vocational Technical	1,341	28	2.1%	1,435	3	0.2%	-25	-89.3%
Mount Greylock	651	1	0.2%	550	1	0.2%	0	0.0%
Mystic Valley Regional Charter (District)	1,311	0	0.0%	1,509	0	0.0%	0	**
Nahant	246	0	0.0%	172	0	0.0%	0	**
Nantucket	1,279	69	5.4%	1,547	222	14.4%	153	221.7%
Narragansett	1,643	1	0.1%	1,348	0	0.0%	-1	-100.0%
Nashoba	3,358	21	0.6%	3,475	34	1.0%	13	61.9%
Nashoba Valley Regional Vocational Technical	642	0	0.0%	735	0	0.0%	0	**
Natick	4,721	39	0.8%	5,368	87	1.6%	48	123.1%
Nauset	1,519	14	0.9%	1,515	26	1.7%	12	85.7%
Needham	5,115	49	1.0%	5,519	90	1.6%	41	83.7%
Neighborhood House Charter (District)	400	6	1.5%	398	21	5.3%	15	250.0%
New Bedford	12,609	550	4.4%	12,565	1,361	10.8%	811	147.5%
New Liberty Charter School of Salem (District)				46	4	8.7%	**	**
New Salem-Wendell	149	0	0.0%	151	0	0.0%	0	**
Newburyport	2,263	11	0.5%	2,352	21	0.9%	10	90.9%
Newton	11,700	654	5.6%	12,674	883	7.0%	229	35.0%
Norfolk	1,059	0	0.0%	891	0	0.0%	0	**

Norfolk County Agricultural	454	0	0.0%	498	0	0.0%	0	**
North Adams	1,592	29	1.8%	1,496	13	0.9%	-16	-55.2%
North Andover	4,604	54	1.2%	4,795	64	1.3%	10	18.5%
North Attleborough	4,742	33	0.7%	4,598	105	2.3%	72	218.2%
North Brookfield	652	1	0.2%	573	0	0.0%	-1	-100.0%
North Middlesex	4,267	7	0.2%	3,310	16	0.5%	9	128.6%
North Reading	2,792	11	0.4%	2,556	7	0.3%	-4	-36.4%
Northampton	2,758	43	1.6%	2,701	97	3.6%	54	125.6%
Northampton-Smith Vocational Agricultural	460	3	0.7%	430	16	3.7%	13	433.3%
Northboro-Southboro	1,411	7	0.5%	1,452	19	1.3%	12	171.4%
Northborough	1,896	67	3.5%	1,816	99	5.5%	32	47.8%
Northbridge	2,526	7	0.3%	2,483	35	1.4%	28	400.0%
Northeast Metropolitan Regional Vocational Technical	1,245	64	5.1%	1,267	19	1.5%	-45	-70.3%
Northern Berkshire Regional Vocational Technical	500	0	0.0%	500	0	0.0%	0	**
Norton	2,883	2	0.1%	2,526	15	0.6%	13	650.0%
Norwell	2,327	2	0.1%	2,261	6	0.3%	4	200.0%
Norwood	3,439	143	4.2%	3,480	220	6.3%	77	53.8%
Oak Bluffs	416	22	5.3%	411	57	13.9%	35	159.1%
Old Colony Regional Vocational Technical	572	0	0.0%	571	0	0.0%	0	**
Old Rochester	1,141	1	0.1%	1,254	2	0.2%	1	100.0%
Orange	831	0	0.0%	638	0	0.0%	0	**
Orleans	197	5	2.5%	218	2	0.9%	-3	-60.0%
Oxford	2,020	7	0.3%	1,888	5	0.3%	-2	-28.6%
Palmer	1,840	11	0.6%	1,430	17	1.2%	6	54.5%
Pathfinder Regional Vocational Technical	622	0	0.0%	621	0	0.0%	0	**
Paulo Freire Social Justice Charter School (District)				243	23	9.5%	**	**
Peabody	6,248	301	4.8%	5,972	410	6.9%	109	36.2%
Pelham	117	0	0.0%	120	0	0.0%	0	**
Pembroke	3,451	0	0.0%	3,224	16	0.5%	16	**
Pentucket	3,280	1	0.0%	2,718	3	0.1%	2	200.0%
Petersham	100	0	0.0%	113	0	0.0%	0	**

Phoenix Academy Public Charter High School Springfield (District)				122	21	17.2%	**	**
Phoenix Charter Academy (District)	150	22	14.7%	194	48	24.7%	26	118.2%
Pioneer Charter School of Science (District)	177	3	1.7%	360	19	5.3%	16	533.3%
Pioneer Charter School of Science II (PCSS-II) (District)				229	16	7.0%	**	**
Pioneer Valley	1,151	0	0.0%	926	0	0.0%	0	**
Pioneer Valley Chinese Immersion Charter(District)	88	0	0.0%	389	15	3.9%	15	**
Pioneer Valley Performing Arts Charter Public (District)	410	1	0.2%	405	0	0.0%	-1	-100.0%
Pittsfield	6,120	221	3.6%	5,744	250	4.4%	29	13.1%
Plainville	831	0	0.0%	737	12	1.6%	12	**
Plymouth	8,280	43	0.5%	7,703	69	0.9%	26	60.5%
Plympton	228	0	0.0%	216	0	0.0%	0	**
Prospect Hill Academy Charter (District)	926	16	1.7%	1,149	122	10.6%	106	662.5%
Provincetown	172	10	5.8%	111	3	2.7%	-7	-70.0%
Quabbin	3,126	4	0.1%	2,462	5	0.2%	1	25.0%
Quaboag Regional	1,433	1	0.1%	1,389	11	0.8%	10	1000.0%
Quincy	8,968	1,072	12.0%	9,229	1,296	14.0%	224	20.9%
Ralph C Mahar	765	7	0.9%	816	4	0.5%	-3	-42.9%
Randolph	2,966	174	5.9%	2,904	413	14.2%	239	137.4%
Reading	4,428	14	0.3%	4,407	28	0.6%	14	100.0%
Revere	6,033	618	10.2%	7,025	1,121	16.0%	503	81.4%
Richmond	188	0	0.0%	158	0	0.0%	0	**
Rising Tide Charter Public (District)	315	0	0.0%	601	0	0.0%	0	**
River Valley Charter (District)	289	0	0.0%	287	0	0.0%	0	**
Rochester	604	1	0.2%	476	3	0.6%	2	200.0%
Rockland	2,376	26	1.1%	2,263	55	2.4%	29	111.5%
Rockport	1,003	2	0.2%	958	2	0.2%	0	0.0%
Rowe	64	0	0.0%	64	0	0.0%	0	**
Roxbury Preparatory Charter (District)	230	5	2.2%	884	112	12.7%	107	2140.0%



Sabis International Charter (District)	1,574	18	1.1%	1,573	43	2.7%	25	138.9%
Salem	4,447	476	10.7%	4,199	510	12.1%	34	7.1%
Salem Academy Charter (District)	286	8	2.8%	373	9	2.4%	1	12.5%
Sandwich	3,574	1	0.0%	2,873	10	0.3%	9	900.0%
Saugus	2,927	46	1.6%	2,725	87	3.2%	41	89.1%
Savoy	53	0	0.0%	41	0	0.0%	0	**
Scituate	3,241	26	0.8%	3,092	17	0.5%	-9	-34.6%
Seekonk	2,162	17	0.8%	1,960	25	1.3%	8	47.1%
Seven Hills Charter Public (District)	680	81	11.9%	667	145	21.7%	64	79.0%
Sharon	3,394	45	1.3%	3,483	86	2.5%	41	91.1%
Shawsheen Valley Regional Vocational Technical	1,268	0	0.0%	1,368	0	0.0%	0	**
Sherborn	486	1	0.2%	392	11	2.8%	10	1000.0%
Shrewsbury	5,904	168	2.8%	6,016	178	3.0%	10	6.0%
Shutesbury	160	0	0.0%	155	1	0.6%	1	**
Silver Hill Horace Mann Charter (District)	552	38	6.9%	593	22	3.7%	-16	-42.1%
Silver Lake	1,883	3	0.2%	1,904	2	0.1%	-1	-33.3%
Somerset	2,759	2	0.1%	1,831	3	0.2%	1	50.0%
Somerset Berkley Regional School District				925	0	0.0%	**	**
Somerville	4,877	821	16.8%	4,987	869	17.4%	48	5.8%
South Hadley	2,188	10	0.5%	1,868	39	2.1%	29	290.0%
South Middlesex Regional Vocational Technical	633	47	7.4%	693	29	4.2%	-18	-38.3%
South Shore Charter Public (District)	519	0	0.0%	587	50	8.5%	50	**
South Shore Regional Vocational Technical	584	0	0.0%	599	0	0.0%	0	**
Southampton	557	2	0.4%	541	13	2.4%	11	550.0%
Southborough	1,596	44	2.8%	1,336	82	6.1%	38	86.4%
Southbridge	2,120	150	7.1%	2,228	383	17.2%	233	155.3%
Southeastern Regional Vocational Technical	1,251	8	0.6%	1,324	17	1.3%	9	112.5%
Southern Berkshire	886	4	0.5%	762	12	1.6%	8	200.0%

Southern Worcester County Regional Vocational Technical	1,097	4	0.4%	1,120	0	0.0%	-4	-100.0%
Southwick-Tolland-Granville Regional School District	1,829	20	1.1%	1,636	31	1.9%	11	55.0%
Spencer-E Brookfield	2,097	6	0.3%	1,699	12	0.7%	6	100.0%
Springfield	25,360	3,215	12.7%	25,645	4,421	17.2%	1206	37.5%
Stoneham	2,706	62	2.3%	2,317	50	2.2%	-12	-19.4%
Stoughton	3,862	139	3.6%	3,658	148	4.0%	9	6.5%
Sturbridge	917	2	0.2%	983	0	0.0%	-2	-100.0%
Sturgis Charter Public (District)	367	0	0.0%	806	0	0.0%	0	**
Sudbury	3,224	23	0.7%	2,874	12	0.4%	-11	-47.8%
Sunderland	214	13	6.1%	205	19	9.3%	6	46.2%
Sutton	1,684	0	0.0%	1,526	8	0.5%	8	**
Swampscott	2,279	25	1.1%	2,250	73	3.2%	48	192.0%
Swansea	2,081	12	0.6%	2,095	11	0.5%	-1	-8.3%
Tantasqua	1,799	1	0.1%	1,795	1	0.1%	0	0.0%
Taunton	7,865	202	2.6%	7,910	264	3.3%	62	30.7%
TEC Connections Academy Commonwealth Virtual School District				395	0	0.0%	**	**
Tewksbury	4,411	10	0.2%	3,658	29	0.8%	19	190.0%
The Sizer School: A North Central Charter Essential (District)				367	6	1.6%	**	**
Tisbury	306	26	8.5%	331	60	18.1%	34	130.8%
Topsfield	677	3	0.4%	613	2	0.3%	-1	-33.3%
Tri County Regional Vocational Technical	916	0	0.0%	1,017	0	0.0%	0	**
Triton	3,179	18	0.6%	2,753	11	0.4%	-7	-38.9%
Truro	141	0	0.0%	128	0	0.0%	0	**
Tyngsborough	2,083	3	0.1%	1,766	1	0.1%	-2	-66.7%
UP Academy Charter School of Boston (District)				468	114	24.4%	**	**
UP Academy Charter School of Dorchester (District)				625	140	22.4%	**	**
Up-Island Regional	338	7	2.1%	360	14	3.9%	7	100.0%

Upper Cape Cod Regional Vocational Technical	648	0	0.0%	699	0	0.0%	0	**
Uxbridge	2,050	31	1.5%	1,887	11	0.6%	-20	-64.5%
Veritas Preparatory Charter School (District)				246	18	7.3%	**	**
Wachusett	7,339	40	0.5%	7,346	125	1.7%	85	212.5%
Wakefield	3,402	23	0.7%	3,439	32	0.9%	9	39.1%
Wales	174	0	0.0%	166	0	0.0%	0	**
Walpole	3,923	74	1.9%	3,946	109	2.8%	35	47.3%
Waltham	4,751	481	10.1%	5,254	909	17.3%	428	89.0%
Ware	1,243	9	0.7%	1,241	15	1.2%	6	66.7%
Wareham	3,203	15	0.5%	2,623	14	0.5%	-1	-6.7%
Watertown	2,516	266	10.6%	2,484	176	7.1%	-90	-33.8%
Wayland	2,766	12	0.4%	2,659	32	1.2%	20	166.7%
Webster	1,935	61	3.2%	1,872	87	4.6%	26	42.6%
Wellesley	4,896	73	1.5%	5,067	100	2.0%	27	37.0%
Wellfleet	131	0	0.0%	118	0	0.0%	0	**
West Boylston	1,055	0	0.0%	933	20	2.1%	20	**
West Bridgewater	1,289	0	0.0%	1,308	7	0.5%	7	**
West Springfield	3,983	270	6.8%	3,977	323	8.1%	53	19.6%
Westborough	3,553	235	6.6%	3,624	323	8.9%	88	37.4%
Westfield	6,204	262	4.2%	5,696	233	4.1%	-29	-11.1%
Westford	5,308	47	0.9%	5,139	36	0.7%	-11	-23.4%
Westhampton	136	0	0.0%	149	2	1.3%	2	**
Weston	2,403	47	2.0%	2,253	80	3.6%	33	70.2%
Westport	1,909	13	0.7%	1,568	7	0.4%	-6	-46.2%
Westwood	3,066	32	1.0%	3,204	34	1.1%	2	6.3%
Weymouth	6,861	88	1.3%	6,721	210	3.1%	122	138.6%
Whately	133	0	0.0%	135	0	0.0%	0	**
Whitman-Hanson	4,465	13	0.3%	4,052	11	0.3%	-2	-15.4%
Whittier Regional Vocational Technical	1,178	5	0.4%	1,307	10	0.8%	5	100.0%
Williamsburg	176	1	0.6%	158	3	1.9%	2	200.0%
Williamstown	455	6	1.3%	459	4	0.9%	-2	-33.3%
Wilmington	3,764	9	0.2%	3,448	32	0.9%	23	255.6%
Winchendon	1,652	15	0.9%	1,345	19	1.4%	4	26.7%
Winchester	4,092	90	2.2%	4,505	165	3.7%	75	83.3%

Winthrop	2,015	51	2.5%	1,938	150	7.7%	99	194.1%
Woburn	4,732	176	3.7%	4,761	203	4.3%	27	15.3%
Worcester	23,109	5,621	24.3%	25,254	8,855	35.1%	3234	57.5%
Wrentham	1,310	4	0.3%	1,065	9	0.8%	5	125.0%

Source: The Department Student Information Management System, October 2014

## Appendix 4: Number of English language learners by district and program type SY 2015

DISTRICT NAME	NO ELL PROGRAM	SHELTERD ENGLISH IMMERSION	TWO O-WAY BILINGUAL	OTHER BILINGUAL PROGRAM (WAIVER)	OPTED OUT ALL ELL PROGRAMS	TOTAL ELL POPULATION
Abington	1	32	0	1	0	34
Acushnet	0	7	0	0	0	7
Agawam	0	163	0	0	1	164
Amesbury	0	35	0	0	0	35
Amherst	0	181	0	0	1	182
Andover	2	143	0	0	0	145
Arlington	0	223	0	0	3	226
Ashland	0	92	0	0	0	92
Attleboro	1	448	0	0	7	456
Auburn	5	59	0	0	0	64
Avon	0	4	0	0	0	4
Barnstable	2	352	0	0	6	360
Bedford	2	137	0	0	0	139
Belchertown	0	15	0	0	0	15
Bellingham	1	30	0	0	0	31
Belmont	0	223	0	0	2	225
Berkley	0	1	0	0	0	1
Berlin	0	5	0	0	0	5
Beverly	4	97	0	0	0	101
Billerica	0	49	0	0	2	51
Boston	0	15,270	683	215	0	16,168
Bourne	0	10	0	0	0	10
Boxford	0	6	0	0	0	6
Boylston	0	7	0	0	0	7

Braintree	0	219	0	0	2	221
Brewster	2	11	0	0	0	13
Brimfield	0	0	0	0	0	0
Brockton	45	2,926	88	313	69	3,441
Brookfield	0	1	0	0	0	1
Brookline	0	718	0	0	14	732
Burlington	0	94	0	0	2	96
Cambridge	1	506	32	0	0	539
Canton	3	48	0	0	2	53
Carlisle	0	8	0	0	0	8
Carver	0	1	2	0	0	3
Chelmsford	2	123	0	1	6	132
Chelsea	0	1,530	0	0	0	1,530
Chicopee	0	352	0	0	12	364
Clarksburg	0	0	0	0	0	0
Clinton	0	133	0	0	10	143
Cohasset	0	1	0	0	0	1
Concord	0	50	0	0	4	54
Conway	0	0	0	0	0	0
Danvers	0	37	0	0	0	37
Dartmouth	0	100	0	0	2	102
Dedham	0	145	0	0	0	145
Deerfield	1	5	0	0	0	6
Douglas	0	1	0	0	0	1
Dover	0	12	0	0	0	12
Dracut	0	38	0	0	0	38
Duxbury	0	8	0	0	0	8
East Bridgewater	0	8	0	0	0	8
Eastham	0	2	0	1	0	3
Easthampton	22	0	0	0	0	22
East Longmeadow	0	54	0	0	5	59
Easton	0	42	0	0	0	42
Edgartown	0	40	0	0	0	40
Erving	0	0	0	0	0	0
Everett	169	469	0	1	417	1,056
Fairhaven	0	26	0	0	1	27
Fall River	6	792	0	0	0	798
Falmouth	0	49	0	0	2	51
Fitchburg	0	729	0	0	9	738
Florida	0	0	0	0	0	0
Foxborough	0	19	0	0	0	19
Framingham	37	746	252	176	74	1,285
Franklin	0	66	0	0	0	66

Gardner	0	107	0	0	0	107
Georgetown	2	0	0	0	0	2
Gloucester	1	97	2	0	0	100
Gosnold	0	0	0	0	0	0
Grafton	1	29	0	0	1	31
Granby	1	19	0	0	3	23
Greenfield	0	64	0	0	1	65
Hadley	1	20	1	0	0	22
Halifax	0	3	0	0	1	4
Hancock	0	0	0	0	0	0
Hanover	7	23	0	0	3	33
Harvard	1	10	0	0	0	11
Hatfield	0	0	0	0	0	0
Haverhill	4	511	0	0	13	528
Hingham	0	1	0	0	0	1
Holbrook	0	50	0	0	1	51
Holland	0	0	0	0	0	0
Holliston	0	58	0	0	0	58
Holyoke	0	1,581	0	0	9	1,590
Hopedale	0	18	0	0	0	18
Hopkinton	0	48	0	0	1	49
Hudson	0	139	0	0	2	141
Hull	1	0	0	1	0	2
Ipswich	3	33	0	0	0	36
Kingston	0	7	0	0	0	7
Lanesborough	0	0	0	0	0	0
Lawrence	2	4,155	0	0	0	4,157
Lee	0	23	0	0	0	23
Leicester	0	20	0	0	0	20
Lenox	0	18	0	0	0	18
Leominster	1	335	0	0	7	343
Leverett	0	0	0	0	0	0
Lexington	0	404	0	0	11	415
Lincoln	0	30	0	0	0	30
Littleton	2	9	0	0	1	12
Longmeadow	1	34	0	0	0	35
Lowell	0	3,696	0	1	48	3,745
Ludlow	0	50	0	0	4	54
Lunenburg	0	17	0	0	0	17
Lynn	0	2,785	0	2	7	2,794
Lynnfield	0	8	0	0	0	8
Malden	0	1,175	0	0	72	1,247
Mansfield	0	36	0	0	0	36

Marblehead	0	109	0	0	0	109
Marion	0	4	0	0	0	4
Marlborough	40	706	0	0	0	746
Marshfield	1	23	0	0	0	24
Mashpee	3	42	2	0	1	48
Mattapoisett	0	7	0	0	0	7
Maynard	0	41	0	0	0	41
Medfield	0	16	0	0	0	16
Medford	0	341	0	0	0	341
Medway	0	7	0	0	0	7
Melrose	0	109	0	0	6	115
Methuen	1	532	0	0	7	540
Middleborough	0	20	0	0	0	20
Middleton	0	11	0	0	0	11
Milford	0	421	0	0	6	427
Millbury	1	28	0	0	2	31
Millis	2	9	0	0	0	11
Milton	0	54	0	0	5	59
Monson	0	4	0	0	0	4
Nahant	0	0	0	0	0	0
Nantucket	0	215	0	0	7	222
Natick	4	81	0	0	2	87
Needham	1	89	0	0	0	90
New Bedford	0	1,321	0	0	40	1,361
Newburyport	0	21	0	0	0	21
Newton	9	874	0	0	0	883
Norfolk	0	0	0	0	0	0
North Adams	0	13	0	0	0	13
Northampton	0	97	0	0	0	97
North Andover	0	62	0	0	2	64
North Attleborough	0	103	0	0	2	105
Northborough	0	99	0	0	0	99
Northbridge	0	34	0	0	1	35
North Brookfield	0	0	0	0	0	0
North Reading	0	7	0	0	0	7
Norton	1	14	0	0	0	15
Norwell	0	6	0	0	0	6
Norwood	0	215	0	1	4	220
Oak Bluffs	0	56	0	0	1	57
Orange	0	0	0	0	0	0
Orleans	0	2	0	0	0	2
Oxford	0	5	0	0	0	5
Palmer	0	15	0	0	2	17

Peabody	1	409	0	0	0	410
Pelham	0	0	0	0	0	0
Pembroke	0	16	0	0	0	16
Petersham	0	0	0	0	0	0
Pittsfield	0	250	0	0	0	250
Plainville	0	12	0	0	0	12
Plymouth	1	64	0	0	4	69
Plympton	0	0	0	0	0	0
Provincetown	0	3	0	0	0	3
Quincy	0	1,284	0	0	12	1,296
Randolph	0	413	0	0	0	413
Reading	0	28	0	0	0	28
Revere	1	1,119	0	0	1	1,121
Richmond	0	0	0	0	0	0
Rochester	0	3	0	0	0	3
Rockland	0	55	0	0	0	55
Rockport	1	1	0	0	0	2
Rowe	0	0	0	0	0	0
Salem	0	493	0	0	17	510
Sandwich	0	10	0	0	0	10
Saugus	2	84	0	0	1	87
Savoy	0	0	0	0	0	0
Scituate	0	16	0	0	1	17
Seekonk	0	25	0	0	0	25
Sharon	0	86	0	0	0	86
Sherborn	1	10	0	0	0	11
Shrewsbury	0	178	0	0	0	178
Shutesbury	0	1	0	0	0	1
Somerset	3	0	0	0	0	3
Somerville	0	699	95	75	0	869
Southampton	0	12	0	0	1	13
Southborough	0	82	0	0	0	82
Southbridge	2	367	0	0	14	383
South Hadley	3	36	0	0	0	39
Springfield	4	4,169	0	0	248	4,421
Stoneham	0	49	0	0	1	50
Stoughton	1	95	0	0	52	148
Sturbridge	0	0	0	0	0	0
Sudbury	0	12	0	0	0	12
Sunderland	0	19	0	0	0	19
Sutton	0	8	0	0	0	8
Swampscott	0	72	0	0	1	73
Swansea	1	10	0	0	0	11



Taunton	0	264	0	0	0	264
Tewksbury	0	29	0	0	0	29
Tisbury	0	60	0	0	0	60
Topsfield	2	0	0	0	0	2
Truro	0	0	0	0	0	0
Tyngsborough	0	1	0	0	0	1
Uxbridge	0	11	0	0	0	11
Wakefield	0	32	0	0	0	32
Wales	0	0	0	0	0	0
Walpole	0	108	0	0	1	109
Waltham	0	898	0	0	11	909
Ware	1	14	0	0	0	15
Wareham	0	13	1	0	0	14
Watertown	0	175	0	0	1	176
Wayland	0	31	0	0	1	32
Webster	0	84	0	0	3	87
Wellesley	0	81	0	0	19	100
Wellfleet	0	0	0	0	0	0
Westborough	1	321	0	1	0	323
West Boylston	0	20	0	0	0	20
West Bridgewater	0	7	0	0	0	7
Westfield	0	220	0	0	13	233
Westford	0	36	0	0	0	36
Westhampton	0	2	0	0	0	2
Weston	0	80	0	0	0	80
Westport	0	7	0	0	0	7
West Springfield	0	323	0	0	0	323
Westwood	0	34	0	0	0	34
Weymouth	0	200	0	0	10	210
Whately	0	0	0	0	0	0
Williamsburg	0	3	0	0	0	3
Williamstown	0	4	0	0	0	4
Wilmington	0	31	0	0	1	32
Winchendon	0	19	0	0	0	19
Winchester	10	152	0	0	3	165
Winthrop	1	149	0	0	0	150
Woburn	1	202	0	0	0	203
Worcester	1,750	6,852	0	142	111	8,855
Wrentham	0	9	0	0	0	9
Northampton-Smith Vocational Agricultural	0	16	0	0	0	16
Dudley Street Neighborhood Charter School (District)	0	51	0	0	0	51
Alma del Mar Charter School (District)	1	26	0	0	0	27

Excel Academy Charter (District)	0	93	0	1	0	94
Boston Green Academy Horace Mann Charter School (District)	0	63	0	0	0	63
Academy Of the Pacific Rim Charter Public (District)	0	1	0	0	0	1
Four Rivers Charter Public (District)	0	0	0	0	0	0
Berkshire Arts and Technology Charter Public (District)	0	3	0	0	0	3
Amesbury Academy Charter Public (District)	0	0	0	0	0	0
Boston Preparatory Charter Public (District)	1	32	0	0	0	33
Bridge Boston Charter School (District)	0	75	0	0	0	75
Christa McAuliffe Charter Public (District)	0	17	0	0	0	17
Helen Y. Davis Leadership Academy Charter Public (District)	0	21	0	0	0	21
Benjamin Banneker Charter Public (District)	0	14	0	0	0	14
Boston Day and Evening Academy Charter (District)	0	35	0	0	0	35
Community Day Charter Public School - Gateway (District)	0	146	0	0	0	146
Barnstable Community Horace Mann Charter Public (District)	0	62	0	0	2	64
Brooke Charter School Roslindale (District)	0	4	0	0	0	4
KIPP Academy Lynn Charter (District)	0	140	0	0	0	140
Advanced Math and Science Academy Charter (District)	0	1	0	0	0	1
Community Day Charter Public School - R. Kingman Webster (District)	0	106	0	0	0	106
Cape Cod Lighthouse Charter (District)	0	0	0	0	0	0
Innovation Academy Charter (District)	0	13	0	0	0	13
Community Charter School of Cambridge (District)	1	4	0	0	0	5
City on a Hill Charter Public School Circuit Street (District)	0	20	0	0	0	20
Codman Academy Charter Public (District)	1	18	0	0	0	19
Conservatory Lab Charter (District)	0	67	0	0	0	67
Community Day Charter Public School - Prospect (District)	0	155	0	0	0	155
Sabis International Charter (District)	43	0	0	0	0	43
Brooke Charter School Mattapan (District)	0	23	0	0	0	23
Neighborhood House Charter (District)	0	21	0	0	0	21
Abby Kelley Foster Charter Public (District)	0	101	0	0	0	101
Foxborough Regional Charter (District)	6	64	0	0	0	70
Benjamin Franklin Classical Charter Public (District)	0	0	0	0	0	0
Boston Collegiate Charter (District)	0	34	0	0	0	34

Hilltown Cooperative Charter Public (District)	0	0	0	0	0	0
Edward M. Kennedy Academy for Health Careers (Horace Mann Charter) (District)	0	45	0	0	0	45
Holyoke Community Charter (District)	0	57	0	0	4	61
Lawrence Family Development Charter (District)	0	144	0	0	0	144
Hill View Montessori Charter Public (District)	0	8	0	0	0	8
Lowell Community Charter Public (District)	0	363	0	0	0	363
Brooke Charter School East Boston (District)	0	55	0	0	0	55
Lowell Middlesex Academy Charter (District)	0	0	0	0	0	0
KIPP Academy Boston Charter School (District)	0	85	0	0	0	85
Marblehead Community Charter Public (District)	0	0	0	0	0	0
Martha's Vineyard Charter (District)	0	10	0	0	0	10
New Liberty Charter School of Salem (District)	0	4	0	0	0	4
Ma Academy for Math and Science	0	0	0	0	0	0
MATCH Charter Public School (District)	0	311	0	0	0	311
Mystic Valley Regional Charter (District)	0	0	0	0	0	0
The Sizer School: A North Central Charter Essential (District)	0	6	0	0	0	6
Dorchester Collegiate Academy Charter (District)	1	37	0	0	0	38
Silver Hill Horace Mann Charter (District)	0	22	0	0	0	22
Francis W. Parker Charter Essential (District)	0	0	0	0	0	0
Pioneer Valley Performing Arts Charter Public (District)	0	0	0	0	0	0
UP Academy Charter School of Boston (District)	0	114	0	0	0	114
Boston Renaissance Charter Public (District)	0	60	0	0	0	60
River Valley Charter (District)	0	0	0	0	0	0
Rising Tide Charter Public (District)	0	0	0	0	0	0
Roxbury Preparatory Charter (District)	0	112	0	0	0	112
Salem Academy Charter (District)	1	8	0	0	0	9
Seven Hills Charter Public (District)	0	144	0	0	1	145
Prospect Hill Academy Charter (District)	3	116	0	0	3	122
South Shore Charter Public (District)	0	49	0	0	1	50
Sturgis Charter Public (District)	0	0	0	0	0	0
Atlantis Charter (District)	0	27	0	0	0	27
Martin Luther King Jr. Charter School of Excellence (District)	0	27	0	0	1	28

Phoenix Charter Academy (District)	1	47	0	0	0	48
Pioneer Charter School of Science (District)	0	18	0	0	1	19
Global Learning Charter Public (District)	0	36	0	0	0	36
Pioneer Valley Chinese Immersion Charter(District)	0	0	0	0	15	15
Veritas Preparatory Charter School (District)	0	15	0	0	3	18
Hampden Charter School of Science (District)	0	15	0	0	2	17
Acton-Boxborough	0	200	0	0	2	202
Adams-Cheshire	1	4	0	0	0	5
Amherst-Pelham	0	62	0	0	0	62
Ashburnham-Westminster	0	34	0	0	3	37
Athol-Royalston	2	19	0	0	0	21
Ayer Shirley School District	0	53	0	0	0	53
Berkshire Hills	0	29	0	0	0	29
Berlin-Boylston	0	9	0	0	0	9
Blackstone-Millville	0	39	0	0	5	44
Bridgewater-Raynham	1	93	0	0	1	95
Chesterfield-Goshen	0	0	0	0	0	0
Central Berkshire	1	4	0	0	0	5
Concord-Carlisle	0	7	0	0	2	9
Dennis-Yarmouth	0	221	1	0	0	222
Dighton-Rehoboth	0	4	0	0	0	4
Dover-Sherborn	0	5	0	0	0	5
Dudley-Charlton Reg	6	69	0	0	2	77
Nauset	2	24	0	0	0	26
Farmington River Reg	0	0	0	0	0	0
Freetown-Lakeville	1	1	0	0	0	2
Frontier	0	1	0	0	0	1
Gateway	0	6	0	0	0	6
Groton-Dunstable	0	11	0	0	0	11
Gill-Montague	1	60	0	0	0	61
Hamilton-Wenham	3	15	0	0	0	18
Hampden-Wilbraham	2	8	0	0	0	10
Hampshire	0	6	0	0	0	6
Hawlemont	0	0	0	0	0	0
King Philip	0	2	0	0	0	2
Lincoln-Sudbury	0	9	0	0	0	9
Manchester Essex Regional	2	11	0	0	0	13
Martha's Vineyard	0	14	0	0	0	14
Masconomet	0	6	0	0	0	6
Mendon-Upton	0	23	0	0	0	23
Monomoy Regional School District	0	75	0	0	0	75

Mount Greylock	0	1	0	0	0	1
Mohawk Trail	1	2	0	0	0	3
Narragansett	0	0	0	0	0	0
Nashoba	0	34	0	0	0	34
New Salem-Wendell	0	0	0	0	0	0
Northboro-Southboro	0	19	0	0	0	19
North Middlesex	0	16	0	0	0	16
Old Rochester	0	2	0	0	0	2
Pentucket	0	3	0	0	0	3
Pioneer Valley	0	0	0	0	0	0
Quabbin	0	5	0	0	0	5
Ralph C Mahar	0	4	0	0	0	4
Silver Lake	0	2	0	0	0	2
Somerset Berkley Regional School District	0	0	0	0	0	0
Southern Berkshire	1	11	0	0	0	12
Southwick-Tolland-Granville Regional School District	0	31	0	0	0	31
Spencer-E Brookfield	0	12	0	0	0	12
Tantasqua	1	0	0	0	0	1
Triton	0	11	0	0	0	11
Up-Island Regional	0	14	0	0	0	14
Wachusett	1	124	0	0	0	125
Quaboag Regional	0	11	0	0	0	11
Whitman-Hanson	0	11	0	0	0	11
Assabet Valley Regional Vocational Technical	0	15	0	0	0	15
Blackstone Valley Regional Vocational Technical	0	2	0	0	0	2
Blue Hills Regional Vocational Technical	0	4	0	0	0	4
Bristol-Plymouth Regional Vocational Technical	0	2	0	0	0	2
Cape Cod Regional Vocational Technical	0	13	0	0	0	13
Essex North Shore Agricultural and Technical School District	0	3	0	0	0	3
Franklin County Regional Vocational Technical	0	0	0	0	0	0
Greater Fall River Regional Vocational Technical	0	0	0	0	0	0
Greater Lawrence Regional Vocational Technical	0	107	0	0	0	107
Greater New Bedford Regional Vocational Technical	0	59	0	0	0	59
Greater Lowell Regional Vocational Technical	0	114	0	0	1	115
South Middlesex Regional Vocational	0	29	0	0	0	29

Technical						
Minuteman Regional Vocational Technical	0	2	0	0	0	2
Montachusett Regional Vocational Technical	0	3	0	0	0	3
Northern Berkshire Regional Vocational Technical	0	0	0	0	0	0
Nashoba Valley Regional Vocational Technical	0	0	0	0	0	0
Northeast Metropolitan Regional Vocational Technical	0	17	0	0	2	19
Old Colony Regional Vocational Technical	0	0	0	0	0	0
Pathfinder Regional Vocational Technical	0	0	0	0	0	0
Shawsheen Valley Regional Vocational Technical	0	0	0	0	0	0
Southeastern Regional Vocational Technical	0	17	0	0	0	17
South Shore Regional Vocational Technical	0	0	0	0	0	0
Southern Worcester County Regional Vocational Technical	0	0	0	0	0	0
Tri County Regional Vocational Technical	0	0	0	0	0	0
Upper Cape Cod Regional Vocational Technical	0	0	0	0	0	0
Whittier Regional Vocational Technical	0	10	0	0	0	10
Bristol County Agricultural	0	0	0	0	0	0
Norfolk County Agricultural	0	0	0	0	0	0
Paulo Freire Social Justice Charter School (District)	0	23	0	0	0	23
Baystate Academy Charter Public School (District)	0	14	0	0	1	15
Lowell Collegiate Charter School (District)	0	48	0	0	0	48
City on a Hill Charter Public School Dudley Square (District)	0	19	0	0	0	19
UP Academy Charter School of Dorchester (District)	0	140	0	0	0	140
Pioneer Charter School of Science II (PCSS-II) (District)	0	16	0	0	0	16
City on a Hill Charter Public School New Bedford (District)	0	8	0	0	0	8
Phoenix Academy Public Charter High School Springfield (District)	0	21	0	0	0	21
Argosy Collegiate Charter School (District)	0	11	0	0	0	11
Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District	0	0	0	0	0	0
TEC Connections Academy Commonwealth Virtual School District	0	0	0	0	0	0

Source: The Department Student Information Management System, October 2014

## Appendix 5: RETELL District Cohorts

Org code	Org name	Cohort	Org type
04450000	Abby Kelley Foster Charter Public (District)	Cohort 1	Charter District
00010000	Abington	Cohort 3	Public School District
04120000	Academy Of the Pacific Rim Charter Public (District)	Cohort 1	Charter District
05500000	ACCEPT Education Collaborative	Cohort 3	Collaborative
00020000	Acton	Cohort 3	Public School District
06000000	Acton-Boxborough	Cohort 3	Public School District
00030000	Acushnet	Cohort 3	Public School District
06030000	Adams-Cheshire	Cohort 3	Public School District
04300000	Advanced Math and Science Academy Charter (District)	Cohort 3	Charter District
00050000	Agawam	Cohort 2	Public School District
04090000	Alma del Mar Charter School (District)	Cohort 1	Charter District
01670815	Amego School	Cohort 3	Special Education School
00070000	Amesbury	Cohort 3	Public School District
04150000	Amesbury Academy Charter Public (District)	Cohort 3	Charter District
00080000	Amherst	Cohort 2	Public School District
06050000	Amherst-Pelham	Cohort 2	Public School District
00090000	Andover	Cohort 2	Public School District
01510805	Archway School	Cohort 3	Special Education School
00100000	Arlington	Cohort 2	Public School District
00260805	Arlington School	Cohort 3	Special Education School
06100000	Ashburnham-Westminster	Cohort 2	Public School District
00140000	Ashland	Cohort 2	Public School District
05020000	Assabet Valley Collaborative	Cohort 3	Collaborative
08010000	Assabet Valley Regional Vocational Technical	Cohort 3	Public School District
02390815	Athena Day School	Cohort 3	Special Education School
06150000	Athol-Royalston	Cohort 2	Public School District
04910000	Atlantis Charter (District)	Cohort 1	Charter District
00160000	Attleboro	Cohort 2	Public School District
00170000	Auburn	Cohort 2	Public School District
00180000	Avon	Cohort 3	Public School District
06160000	Ayer Shirley School District	Cohort 2	Public School District
02070802	B C Campus School	Cohort 3	Special Education School
00200000	Barnstable	Cohort 2	Public School District
04270000	Barnstable Community Horace Mann Charter Public (District)	Cohort 2	Charter District

00460850	Bay Cove School	Cohort 3	Special Education School
35020000	Baystate Academy Charter Public School (District)	Cohort 3	Charter District
00460875	Beacon High School	Cohort 3	Special Education School
00230000	Bedford	Cohort 2	Public School District
00240000	Belchertown	Cohort 3	Public School District
00250000	Bellingham	Cohort 2	Public School District
00260000	Belmont	Cohort 2	Public School District
04200000	Benjamin Banneker Charter Public (District)	Cohort 1	Charter District
04470000	Benjamin Franklin Classical Charter Public (District)	Cohort 3	Charter District
00270000	Berkley	Cohort 3	Public School District
04140000	Berkshire Arts and Technology Charter Public (District)	Cohort 3	Charter District
06180000	Berkshire Hills	Cohort 2	Public School District
00280000	Berlin	Cohort 3	Public School District
06200000	Berlin-Boylston	Cohort 3	Public School District
00300000	Beverly	Cohort 2	Public School District
05040000	Bi-County Collaborative (BICO)	Cohort 3	Collaborative
00310000	Billerica	Cohort 2	Public School District
08050000	Blackstone Valley Regional Vocational Technical	Cohort 3	Public School District
06220000	Blackstone-Millville	Cohort 3	Public School District
08060000	Blue Hills Regional Vocational Technical	Cohort 3	Public School District
00350000	Boston	Cohort 1	Public School District
04490000	Boston Collegiate Charter (District)	Cohort 1	Charter District
04240000	Boston Day and Evening Academy Charter (District)	Cohort 1	Charter District
04110000	Boston Green Academy Horace Mann Charter School (District)	Cohort 1	Charter District
02440810	Boston Higashi School	Cohort 3	Special Education School
04160000	Boston Preparatory Charter Public (District)	Cohort 1	Charter District
04810000	Boston Renaissance Charter Public (District)	Cohort 1	Charter District
00360000	Bourne	Cohort 3	Public School District
00370000	Boxborough	Cohort 3	Public School District
00380000	Boxford	Cohort 3	Public School District
00390000	Boylston	Cohort 3	Public School District
00400000	Braintree	Cohort 2	Public School District
01980805	Brandon School	Cohort 3	Special Education School
00410000	Brewster	Cohort 3	Public School District
04170000	Bridge Boston Charter School (District)	Cohort 3	Charter District
06250000	Bridgewater-Raynham	Cohort 2	Public School District
00430000	Brimfield	Cohort 3	Public School District



09100000	Bristol County Agricultural	Cohort 3	Public School District
08100000	Bristol-Plymouth Regional Vocational Technical	Cohort 3	Public School District
00440000	Brockton	Cohort 1	Public School District
04570000	Brooke Charter School East Boston (District)	Cohort 3	Charter District
04430000	Brooke Charter School Mattapan (District)	Cohort 3	Charter District
04280000	Brooke Charter School Roslindale (District)	Cohort 1	Charter District
00450000	Brookfield	Cohort 3	Public School District
00460000	Brookline	Cohort 2	Public School District
00480000	Burlington	Cohort 2	Public School District
05160000	C.A.S.E. Concord Area SPED Collaborative	Cohort 3	Collaborative
00490000	Cambridge	Cohort 1	Public School District
00500000	Canton	Cohort 2	Public School District
05120000	Cape Cod Collaborative	Cohort 3	Collaborative
04320000	Cape Cod Lighthouse Charter (District)	Cohort 3	Charter District
08150000	Cape Cod Regional Vocational Technical	Cohort 3	Public School District
05140000	CAPS Education Collaborative	Cohort 3	Collaborative
00400807	Cardinal Cushing Centers Braintree St. Coletta School	Cohort 3	Special Education School
01220805	Cardinal Cushing Centers Vocational School	Cohort 3	Special Education School
00510000	Carlisle	Cohort 3	Public School District
01570805	Carroll School	Cohort 3	Special Education School
00520000	Carver	Cohort 3	Public School District
06350000	Central Berkshire	Cohort 3	Public School District
05180000	Central Massachusetts SPED Collaborative	Cohort 3	Collaborative
05200000	CHARMS Collaborative	Cohort 3	Collaborative
00560000	Chelmsford	Cohort 2	Public School District
00570000	Chelsea	Cohort 1	Public School District
06320000	Chesterfield-Goshen	Cohort 3	Public School District
00610000	Chicopee	Cohort 2	Public School District
00300870	Children's Center for Communication School	Cohort 3	Special Education School
04180000	Christa McAuliffe Regional Charter Public (District)	Cohort 2	Charter District
04370000	City On A Hill Charter Public (District)	Cohort 1	Charter District
35040000	City on a Hill Charter Public School II (District)	Cohort 3	Charter District
02100810	Clarke School	Cohort 3	Special Education School
00500820	Clarke School East	Cohort 3	Special Education School
00630000	Clarksburg	Cohort 3	Public School District
02070801	Clearway School	Cohort 3	Special Education School

00640000	Clinton	Cohort 2	Public School District
00260870	CNS/Pathways Academy	Cohort 3	Special Education School
04380000	Codman Academy Charter Public (District)	Cohort 1	Charter District
00650000	Cohasset	Cohort 3	Public School District
05320000	Collaborative for Educational Services	Cohort 3	Collaborative
05280000	Collaborative for Regional Educational Service and Training (CREST)	Cohort 3	Collaborative
04360000	Community Charter School of Cambridge (District)	Cohort 1	Charter District
04260000	Community Day Charter Public School - Gateway (District)	Cohort 2	Charter District
04400000	Community Day Charter Public School - Prospect (District)	Cohort 2	Charter District
04310000	Community Day Charter Public School - R. Kingman Webster (District)	Cohort 2	Charter District
01550806	Community Therapeutic School	Cohort 3	Special Education School
00350725	Compass School	Cohort 3	Special Education School
00670000	Concord	Cohort 2	Public School District
06400000	Concord-Carlisle	Cohort 3	Public School District
04390000	Conservatory Lab Charter (District)	Cohort 1	Charter District
00680000	Conway	Cohort 3	Public School District
09200500	Correctional Facilities	Cohort 3	Correctional Facilities
02880810	Corwin-Russell School @ Broccoli Hall	Cohort 3	Special Education School
03430820	Cottage Hill Academy	Cohort 3	Special Education School
01550810	Cotting School	Cohort 3	Special Education School
02880815	Crossroads School for Children	Cohort 3	Special Education School
01020805	Crystal Springs School	Cohort 3	Special Education School
02810850	Curtis Blake School	Cohort 3	Special Education School
02100835	Cutchins Program	Cohort 3	Special Education School
00710000	Danvers	Cohort 2	Public School District
00720000	Dartmouth	Cohort 2	Public School District
00100815	Dearborn Academy School	Cohort 3	Special Education School
00730000	Dedham	Cohort 2	Public School District
00740000	Deerfield	Cohort 3	Public School District
06450000	Dennis-Yarmouth	Cohort 2	Public School District

09200300	Department of Youth Services (DYS)	Cohort 3	DYS Facilities
01680805	Devereux - Marblehead	Cohort 3	Special Education School
02570805	Devereux School	Cohort 3	Special Education School
06500000	Dighton-Rehoboth	Cohort 3	Public School District
04750000	Dorchester Collegiate Academy Charter (District)	Cohort 1	Charter District
00770000	Douglas	Cohort 3	Public School District
00780000	Dover	Cohort 3	Public School District
06550000	Dover-Sherborn	Cohort 3	Public School District
01470810	Dr Franklin Perkins School	Cohort 3	Special Education School
00790000	Dracut	Cohort 2	Public School District
04070000	Dudley Street Neighborhood Charter School (District)	Cohort 3	Charter District
06580000	Dudley-Charlton Reg	Cohort 2	Public School District
03280820	Durham Center for Education	Cohort 3	Special Education School
00820000	Duxbury	Cohort 3	Public School District
01130810	Eagleton School	Cohort 3	Special Education School
00830000	East Bridgewater	Cohort 3	Public School District
00870000	East Longmeadow	Cohort 3	Public School District
00850000	Eastham	Cohort 3	Public School District
00860000	Easthampton	Cohort 2	Public School District
00880000	Easton	Cohort 2	Public School District
05230000	EDCO Collaborative	Cohort 3	Collaborative
00890000	Edgartown	Cohort 3	Public School District
04520000	Edward M. Kennedy Academy for Health Careers (Horace Mann Charter) (District)	Cohort 1	Charter District
00910000	Erving	Cohort 3	Public School District
09130000	Essex Agricultural Technical	Cohort 3	Public School District
00930000	Everett	Cohort 2	Public School District
01850805	Evergreen Center School	Cohort 3	Special Education School
04100000	Excel Academy Charter (District)	Cohort 1	Charter District
04590000	Excel Academy Charter School - Boston II (District)	Cohort 1	Charter District
04610000	Excel Academy Charter School - Chelsea (District)	Cohort 1	Charter District
01370840	Experiment with Travel School	Cohort 3	Special Education School
01820805	F. L. Chamberlain School	Cohort 3	Special Education School
00940000	Fairhaven	Cohort 3	Public School District
00950000	Fall River	Cohort 1	Public School District

00950820	Fall River Deaconess Home School	Cohort 3	Special Education School
00960000	Falmouth	Cohort 3	Public School District
06620000	Farmington River Reg	Cohort 3	Public School District
00490815	Farr Academy School	Cohort 3	Special Education School
00970000	Fitchburg	Cohort 1	Public School District
05240000	FLLAC Collaborative	Cohort 3	Collaborative
00980000	Florida	Cohort 3	Public School District
04130000	Four Rivers Charter Public (District)	Cohort 2	Charter District
00990000	Foxborough	Cohort 2	Public School District
04460000	Foxborough Regional Charter (District)	Cohort 2	Charter District
01000000	Framingham	Cohort 2	Public School District
04780000	Francis W. Parker Charter Essential (District)	Cohort 3	Charter District
01010000	Franklin	Cohort 2	Public School District
08180000	Franklin County Regional Vocational Technical	Cohort 3	Public School District
06650000	Freetown-Lakeville	Cohort 3	Public School District
06700000	Frontier	Cohort 3	Public School District
00300865	Futures School	Cohort 3	Special Education School
03480820	G. Stanley Hall School MA	Cohort 3	Special Education School
01030000	Gardner	Cohort 2	Public School District
06720000	Gateway	Cohort 3	Public School District
01050000	Georgetown	Cohort 3	Public School District
00100820	Germaine Lawrence School (Youth Villages)	Cohort 3	Special Education School
03300840	Gifford School	Cohort 3	Special Education School
06740000	Gill-Montague	Cohort 2	Public School District
04960000	Global Learning Charter Public (District)	Cohort 3	Charter District
01070000	Gloucester	Cohort 2	Public School District
01090000	Gosnold	Cohort 3	Public School District
01100000	Grafton	Cohort 3	Public School District
01110000	Granby	Cohort 3	Public School District
00400840	Granite Academy School	Cohort 3	Special Education School
08210000	Greater Fall River Regional Vocational Technical	Cohort 3	Public School District
08230000	Greater Lawrence Regional Vocational Technical	Cohort 2	Public School District
08280000	Greater Lowell Regional Vocational Technical	Cohort 2	Public School District
08250000	Greater New Bedford Regional Vocational Technical	Cohort 3	Public School District
01140000	Greenfield	Cohort 2	Public School District
06730000	Groton-Dunstable	Cohort 3	Public School District

01170000	Hadley	Cohort 2	Public School District
01180000	Halifax	Cohort 3	Public School District
06750000	Hamilton-Wenham	Cohort 2	Public School District
04990000	Hampden Charter School of Science (District)	Cohort 2	Charter District
06800000	Hampden-Wilbraham	Cohort 2	Public School District
06830000	Hampshire	Cohort 3	Public School District
01210000	Hancock	Cohort 3	Public School District
01220000	Hanover	Cohort 3	Public School District
01250000	Harvard	Cohort 3	Public School District
01270000	Hatfield	Cohort 3	Public School District
01280000	Haverhill	Cohort 2	Public School District
06850000	Hawlemont	Cohort 3	Public School District
01520810	High Point School	Cohort 3	Special Education School
00830850	High Road School of Massachusetts	Cohort 3	Special Education School
04550000	Hill View Montessori Charter Public (District)	Cohort 2	Charter District
01520805	Hillcrest Educational Centers School	Cohort 3	Special Education School
04500000	Hilltown Cooperative Charter Public (District)	Cohort 3	Charter District
01310000	Hingham	Cohort 3	Public School District
01330000	Holbrook	Cohort 2	Public School District
01350000	Holland	Cohort 3	Public School District
01360000	Holliston	Cohort 2	Public School District
01370000	Holyoke	Cohort 1	Public School District
04530000	Holyoke Community Charter (District)	Cohort 1	Charter District
01380000	Hopedale	Cohort 3	Public School District
01390000	Hopkinton	Cohort 2	Public School District
01410000	Hudson	Cohort 2	Public School District
01420000	Hull	Cohort 3	Public School District
04350000	Innovation Academy Charter (District)	Cohort 3	Charter District
03700012	Institutional Schools - Central Area	Cohort 3	Institutional School
03700040	Institutional Schools - East Area	Cohort 3	Institutional School
03700015	Institutional Schools - Southeast Area	Cohort 3	Institutional School
03700013	Institutional Schools - West Area	Cohort 3	Institutional School
01440000	Ipswich	Cohort 3	Public School District
00350749	Italian Home For Children	Cohort 3	Special Education School
00460811	Ivy Street School	Cohort 3	Special Education School
02010115	John Avery Parker	Cohort 3	Public School
01130803	JRI Berkshire Meadows	Cohort 3	Special Education School

01700820	JRI Glenhaven Academy	Cohort 3	Special Education School
02920813	JRI Meadowridge Behavior Health Center	Cohort 3	Special Education School
01550815	JRI Pelham Academy	Cohort 3	Special Education School
00020830	JRI The Victor School	Cohort 3	Special Education School
00670802	JRI Walden Street School for Girls	Cohort 3	Special Education School
00500825	Judge Rotenberg School	Cohort 3	Special Education School
02810845	Kathleen Thornton School	Cohort 3	Special Education School
00350758	Kennedy Day School	Cohort 3	Special Education School
02010820	Kennedy Donovan Center School	Cohort 3	Special Education School
06900000	King Philip	Cohort 3	Public School District
01450000	Kingston	Cohort 3	Public School District
04630000	KIPP Academy Boston Charter School (District)	Cohort 3	Charter District
04290000	KIPP Academy Lynn Charter (District)	Cohort 1	Charter District
05340000	LABBB Collaborative	Cohort 3	Collaborative
00300920	Landmark School	Cohort 3	Special Education School
01480000	Lanesborough	Cohort 3	Public School District
00410810	Latham School	Cohort 3	Special Education School
01490000	Lawrence	Cohort 2	Public School District
04540000	Lawrence Family Development Charter (District)	Cohort 2	Charter District
03070840	League School	Cohort 3	Special Education School
02070867	Learning Prep School	Cohort 3	Special Education School
01500000	Lee	Cohort 3	Public School District
01510000	Leicester	Cohort 2	Public School District
01520000	Lenox	Cohort 3	Public School District
01530000	Leominster	Cohort 1	Public School District
01540000	Leverett	Cohort 3	Public School District
01550000	Lexington	Cohort 2	Public School District
00560845	Lighthouse School	Cohort 3	Special Education School
01570000	Lincoln	Cohort 2	Public School District
06950000	Lincoln-Sudbury	Cohort 3	Public School District
01580000	Littleton	Cohort 3	Public School District

01590000	Longmeadow	Cohort 2	Public School District
03070830	Longview Farm School	Cohort 3	Special Education School
01600000	Lowell	Cohort 1	Public School District
35030000	Lowell Collegiate Charter School (District)	Cohort 3	Charter District
04560000	Lowell Community Charter Public (District)	Cohort 3	Charter District
04580000	Lowell Middlesex Academy Charter (District)	Cohort 3	Charter District
05360000	Lower Pioneer Valley Educational Collaborative	Cohort 3	Collaborative
01610000	Ludlow	Cohort 2	Public School District
01620000	Lunenburg	Cohort 3	Public School District
01630000	Lynn	Cohort 1	Public School District
01640000	Lynnfield	Cohort 3	Public School District
04680000	Ma Academy for Math and Science	Cohort 3	Public School District
01650000	Malden	Cohort 1	Public School District
06980000	Manchester Essex Regional	Cohort 3	Public School District
01670000	Mansfield	Cohort 2	Public School District
00350768	Manville School	Cohort 3	Special Education School
01680000	Marblehead	Cohort 2	Public School District
04640000	Marblehead Community Charter Public (District)	Cohort 3	Charter District
01690000	Marion	Cohort 3	Public School District
01700000	Marlborough	Cohort 2	Public School District
01710000	Marshfield	Cohort 3	Public School District
07000000	Martha's Vineyard	Cohort 3	Public School District
04660000	Martha's Vineyard Charter (District)	Cohort 3	Charter District
04920000	Martin Luther King Jr. Charter School of Excellence (District)	Cohort 1	Charter District
07050000	Masconomet	Cohort 3	Public School District
01720000	Mashpee	Cohort 2	Public School District
03700026	Mass Hospital School	Cohort 3	Institutional School
39010000	Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District	Cohort 3	Public School District
04690000	MATCH Charter Public School (District)	Cohort 3	Charter District
04650000	MATCH Community Day Charter Public School (District)	Cohort 3	Charter District
01730000	Mattapoisett	Cohort 3	Public School District
03320830	May Center for Child Development/West Springfield	Cohort 3	Special Education School
00440860	May Center School for Brain Injury and Related Disorders Residential (Brockton)	Cohort 3	Special Education School
01740000	Maynard	Cohort 2	Public School District
01510810	McAuley Nazareth School	Cohort 3	Special Education School

01750000	Medfield	Cohort 3	Public School District
01760000	Medford	Cohort 2	Public School District
01770000	Medway	Cohort 3	Public School District
03470830	Melmark New England School	Cohort 3	Special Education School
01780000	Melrose	Cohort 2	Public School District
07100000	Mendon-Upton	Cohort 3	Public School District
03480865	Mercy Centre School	Cohort 3	Special Education School
01810000	Methuen	Cohort 2	Public School District
01820000	Middleborough	Cohort 2	Public School District
01840000	Middleton	Cohort 3	Public School District
03080850	Milestones Day School	Cohort 3	Special Education School
01850000	Milford	Cohort 2	Public School District
02810816	Mill Pond School	Cohort 3	Special Education School
01860000	Millbury	Cohort 2	Public School District
01870000	Millis	Cohort 3	Public School District
01890000	Milton	Cohort 2	Public School District
08300000	Minuteman Regional Vocational Technical	Cohort 3	Public School District
07170000	Mohawk Trail	Cohort 3	Public School District
07120000	Monomoy Regional School District	Cohort 2	Public School District
01910000	Monson	Cohort 3	Public School District
08320000	Montachusett Regional Vocational Technical	Cohort 3	Public School District
01370025	Morgan Elementary	Cohort 3	Public School
07150000	Mount Greylock	Cohort 3	Public School District
00560805	Murphy and Dwyer Academy School	Cohort 3	Special Education School
04700000	Mystic Valley Regional Charter (District)	Cohort 3	Charter District
01370825	N.E.A.R.I. School	Cohort 3	Special Education School
01960000	Nahant	Cohort 3	Public School District
01970000	Nantucket	Cohort 2	Public School District
07200000	Narragansett	Cohort 3	Public School District
07250000	Nashoba	Cohort 2	Public School District
03260830	Nashoba Learning Group	Cohort 3	Special Education School
08520000	Nashoba Valley Regional Vocational Technical	Cohort 3	Public School District
01980000	Natick	Cohort 2	Public School District
06600000	Nauset	Cohort 3	Public School District
00310805	NE Pediatric School	Cohort 3	Special Education School



01990000	Needham	Cohort 2	Public School District
04440000	Neighborhood House Charter (District)	Cohort 1	Charter District
02010000	New Bedford	Cohort 1	Public School District
02100818	New Directions School	Cohort 3	Special Education School
00300845	New England Academy School	Cohort 3	Special Education School
02760820	New England Center for Children School	Cohort 3	Special Education School
07280000	New Salem-Wendell	Cohort 3	Public School District
02040000	Newburyport	Cohort 3	Public School District
02070000	Newton	Cohort 2	Public School District
02080000	Norfolk	Cohort 3	Public School District
09150000	Norfolk County Agricultural	Cohort 3	Public School District
02090000	North Adams	Cohort 3	Public School District
02110000	North Andover	Cohort 2	Public School District
02120000	North Attleborough	Cohort 2	Public School District
02150000	North Brookfield	Cohort 3	Public School District
04740000	North Central Charter Essential (District)	Cohort 1	Charter District
07350000	North Middlesex	Cohort 3	Public School District
02170000	North Reading	Cohort 3	Public School District
05440000	North River Collaborative	Cohort 3	Collaborative
08540000	North Shore Regional Vocational Technical	Cohort 3	Public School District
02100000	Northampton	Cohort 2	Public School District
04060000	Northampton-Smith Vocational Agricultural	Cohort 3	Public School District
07300000	Northboro-Southboro	Cohort 3	Public School District
02130000	Northborough	Cohort 2	Public School District
02140000	Northbridge	Cohort 3	Public School District
08530000	Northeast Metropolitan Regional Vocational Technical	Cohort 2	Public School District
08510000	Northern Berkshire Regional Vocational Technical	Cohort 3	Public School District
05460000	Northshore Education Consortium	Cohort 3	Collaborative
02180000	Norton	Cohort 3	Public School District
02190000	Norwell	Cohort 3	Public School District
02200000	Norwood	Cohort 2	Public School District
02210000	Oak Bluffs	Cohort 3	Public School District
08550000	Old Colony Regional Vocational Technical	Cohort 3	Public School District
07400000	Old Rochester	Cohort 3	Public School District
02230000	Orange	Cohort 3	Public School District
02240000	Orleans	Cohort 3	Public School District
02260000	Oxford	Cohort 3	Public School District
03320815	Pace Center School	Cohort 3	Special Education School

02270000	Palmer	Cohort 3	Public School District
08600000	Pathfinder Regional Vocational Technical	Cohort 3	Public School District
00350268	Paul A Dever	Cohort 3	Public School
35010000	Paulo Freire Social Justice Charter School (District)	Cohort 3	Charter District
02290000	Peabody	Cohort 2	Public School District
02300000	Pelham	Cohort 3	Public School District
02310000	Pembroke	Cohort 3	Public School District
07450000	Pentucket	Cohort 3	Public School District
03140890	Perkins School for Blind	Cohort 3	Special Education School
02340000	Petersham	Cohort 3	Public School District
04930000	Phoenix Charter Academy (District)	Cohort 1	Charter District
05480000	Pilgrim Area Collaborative (PAC)	Cohort 3	Collaborative
04940000	Pioneer Charter School of Science (District)	Cohort 2	Charter District
35060000	Pioneer Charter School of Science II (PCSS-II) (District)	Cohort 3	Charter District
07500000	Pioneer Valley	Cohort 3	Public School District
04970000	Pioneer Valley Chinese Immersion Charter(District)	Cohort 3	Charter District
04790000	Pioneer Valley Performing Arts Charter Public (District)	Cohort 3	Charter District
02360000	Pittsfield	Cohort 2	Public School District
02380000	Plainville	Cohort 3	Public School District
02390000	Plymouth	Cohort 2	Public School District
02400000	Plympton	Cohort 3	Public School District
00090850	Professional Center for Child Development School	Cohort 3	Special Education School
04870000	Prospect Hill Academy Charter (District)	Cohort 1	Charter District
02420000	Provincetown	Cohort 3	Public School District
07530000	Quabbin	Cohort 3	Public School District
07780000	Quaboag Regional	Cohort 3	Public School District
02430000	Quincy	Cohort 1	Public School District
07550000	Ralph C Mahar	Cohort 3	Public School District
02440000	Randolph	Cohort 2	Public School District
01980830	RCS Learning Center School	Cohort 3	Special Education School
02460000	Reading	Cohort 3	Public School District
05580000	READS Collaborative	Cohort 3	Collaborative
01000860	Reed Academy School	Cohort 3	Special Education School
02480000	Revere	Cohort 2	Public School District
01470830	RFK Lancaster School	Cohort 3	Special Education School
02490000	Richmond	Cohort 3	Public School District
04830000	Rising Tide Charter Public (District)	Cohort 3	Charter District

04820000	River Valley Charter (District)	Cohort 3	Charter District
01990865	Riverside School	Cohort 3	Special Education School
02610805	Riverview School	Cohort 3	Special Education School
02500000	Rochester	Cohort 3	Public School District
02510000	Rockland	Cohort 2	Public School District
02520000	Rockport	Cohort 3	Public School District
02530000	Rowe	Cohort 3	Public School District
04840000	Roxbury Preparatory Charter (District)	Cohort 1	Charter District
04410000	Sabis International Charter (District)	Cohort 1	Charter District
01810812	Saint Ann's Home School	Cohort 3	Special Education School
00950940	Saint Vincent's School	Cohort 3	Special Education School
02580000	Salem	Cohort 1	Public School District
04850000	Salem Academy Charter (District)	Cohort 1	Charter District
04670000	Salem Community Charter School (District)	Cohort 1	Charter District
02610000	Sandwich	Cohort 3	Public School District
02620000	Saugus	Cohort 2	Public School District
02630000	Savoy	Cohort 3	Public School District
02010845	Schwartz Center School	Cohort 3	Special Education School
02640000	Scituate	Cohort 2	Public School District
00350809	Seaport Academy School	Cohort 3	Special Education School
02650000	Seekonk	Cohort 2	Public School District
05620000	SEEM Collaborative	Cohort 3	Collaborative
02700850	Seven Hills Academy	Cohort 3	Special Education School
04860000	Seven Hills Charter Public (District)	Cohort 1	Charter District
01150805	Seven Hills School	Cohort 3	Special Education School
02660000	Sharon	Cohort 2	Public School District
08710000	Shawsheen Valley Regional Vocational Technical	Cohort 3	Public School District
02690000	Sherborn	Cohort 3	Public School District
05640000	Shore Educational Collaborative	Cohort 3	Collaborative
02710000	Shrewsbury	Cohort 2	Public School District
02720000	Shutesbury	Cohort 3	Public School District
04770000	Silver Hill Horace Mann Charter (District)	Cohort 2	Charter District
07600000	Silver Lake	Cohort 3	Public School District
04190000	Smith Leadership Academy Charter Public (District)	Cohort 1	Charter District
02540810	Solstice School	Cohort 3	Special Education

			School
02730000	Somerset	Cohort 3	Public School District
07630000	Somerset Berkley Regional School District	Cohort 3	Public School District
02740000	Somerville	Cohort 1	Public School District
05220000	South Coast Educational Collaborative	Cohort 3	Collaborative
02780000	South Hadley	Cohort 3	Public School District
08290000	South Middlesex Regional Vocational Technical	Cohort 2	Public School District
04880000	South Shore Charter Public (District)	Cohort 3	Charter District
05740000	South Shore Educational Collaborative	Cohort 3	Collaborative
08730000	South Shore Regional Vocational Technical	Cohort 3	Public School District
02750000	Southampton	Cohort 3	Public School District
02760000	Southborough	Cohort 2	Public School District
02770000	Southbridge	Cohort 1	Public School District
00200850	Southeast Alternative School-Hyannis	Cohort 3	Special Education School
01820830	Southeast Alternative School-Middleborough	Cohort 3	Special Education School
02390805	Southeast Campus School	Cohort 3	Special Education School
05700000	Southeastern Mass. Educational Collaborative (SMEC)	Cohort 3	Collaborative
08720000	Southeastern Regional Vocational Technical	Cohort 3	Public School District
07650000	Southern Berkshire	Cohort 3	Public School District
05720000	Southern Worcester County Educational Collaborative	Cohort 3	Collaborative
08760000	Southern Worcester County Regional Vocational Technical	Cohort 3	Public School District
07660000	Southwick-Tolland-Granville Regional School District	Cohort 3	Public School District
07670000	Spencer-E Brookfield	Cohort 3	Public School District
01370887	Springdale Education Center School	Cohort 3	Special Education School
02810000	Springfield	Cohort 1	Public School District
02840000	Stoneham	Cohort 2	Public School District
02850000	Stoughton	Cohort 2	Public School District
02870000	Sturbridge	Cohort 3	Public School District
04890000	Sturgis Charter Public (District)	Cohort 3	Charter District
02880000	Sudbury	Cohort 3	Public School District
03480802	Summit Academy School for Alternative Learners	Cohort 3	Special Education School
02890000	Sunderland	Cohort 3	Public School District
02900000	Sutton	Cohort 3	Public School District
02910000	Swampscott	Cohort 3	Public School District
02920000	Swansea	Cohort 3	Public School District
07700000	Tantasqua	Cohort 3	Public School District
02930000	Taunton	Cohort 2	Public School District

02950000	Tewksbury	Cohort 3	Public School District
01370845	The Center School	Cohort 3	Special Education School
01410850	The Darnell School for Educational and Behavioral Service	Cohort 3	Special Education School
05760000	The Education Cooperative (TEC)	Cohort 3	Collaborative
03080815	The Guild for Human Services School	Cohort 3	Special Education School
01000845	The Learning Center for the Deaf School	Cohort 3	Special Education School
03470810	The May Center School for Autism and Developmental Disabilities (Woburn)	Cohort 3	Special Education School
02960000	Tisbury	Cohort 3	Public School District
02980000	Topsfield	Cohort 3	Public School District
08780000	Tri County Regional Vocational Technical	Cohort 3	Public School District
00860817	Tri-County Schools	Cohort 3	Special Education School
07730000	Triton	Cohort 2	Public School District
03000000	Truro	Cohort 3	Public School District
03010000	Tyngsborough	Cohort 3	Public School District
04800000	UP Academy Charter School of Boston (District)	Cohort 3	Charter District
35050000	UP Academy Charter School of Dorchester (District)	Cohort 3	Charter District
07740000	Up-Island Regional	Cohort 3	Public School District
08790000	Upper Cape Cod Regional Vocational Technical	Cohort 3	Public School District
03040000	Uxbridge	Cohort 2	Public School District
05400000	Valley Collaborative	Cohort 3	Collaborative
00610845	Valley West School	Cohort 3	Special Education School
04980000	Veritas Preparatory Charter School (District)	Cohort 3	Charter District
07750000	Wachusett	Cohort 2	Public School District
03050000	Wakefield	Cohort 3	Public School District
03060000	Wales	Cohort 3	Public School District
01990820	Walker Home and School	Cohort 3	Special Education School
03070000	Walpole	Cohort 2	Public School District
03080000	Waltham	Cohort 1	Public School District
03090000	Ware	Cohort 3	Public School District
03100000	Wareham	Cohort 3	Public School District
03140000	Watertown	Cohort 2	Public School District
03150000	Wayland	Cohort 2	Public School District
03160000	Webster	Cohort 2	Public School District
03170000	Wellesley	Cohort 2	Public School District
03180000	Wellfleet	Cohort 3	Public School District

03220000	West Boylston	Cohort 3	Public School District
03230000	West Bridgewater	Cohort 3	Public School District
03320000	West Springfield	Cohort 2	Public School District
03210000	Westborough	Cohort 2	Public School District
03250000	Westfield	Cohort 2	Public School District
03260000	Westford	Cohort 2	Public School District
03270000	Westhampton	Cohort 3	Public School District
03300000	Weston	Cohort 2	Public School District
03310000	Westport	Cohort 3	Public School District
03350000	Westwood	Cohort 2	Public School District
03360000	Weymouth	Cohort 2	Public School District
03370000	Whately	Cohort 3	Public School District
03250840	White Oak School	Cohort 3	Special Education School
07800000	Whitman-Hanson	Cohort 3	Public School District
01020825	Whitney Academy School	Cohort 3	Special Education School
08850000	Whittier Regional Vocational Technical	Cohort 3	Public School District
03400000	Williamsburg	Cohort 3	Public School District
03410000	Williamstown	Cohort 3	Public School District
01590815	Willie Ross School for the Deaf	Cohort 3	Special Education School
02880805	Willow Hill School	Cohort 3	Special Education School
03420000	Wilmington	Cohort 2	Public School District
03430000	Winchendon	Cohort 3	Public School District
03440000	Winchester	Cohort 2	Public School District
03460000	Winthrop	Cohort 2	Public School District
03470000	Woburn	Cohort 2	Public School District
03480000	Worcester	Cohort 1	Public School District
03500000	Wrentham	Cohort 3	Public School District
01860825	Youth Opportunities Upheld School	Cohort 3	Special Education School